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ABSTRACT

One of a set of high school curricula on nuclear issues, this 10-day social studies unit helps students understand the interrelationship of economics, the arms race, military spending, and the threat of nuclear war. Activities such as role plays, discussion, brainstorming, and problem solving develop students' abilities to evaluate issues and information in order to make educated decisions. Topics covered in the 10 lessons are conflict and resolution, war and negotiation, countries currently at war, effects of a nuclear explosion, Hiroshima, perceptions of the Soviet Union, national security, tax allocation, military spending and the economy, and the quality of life. In a culminating activity, students are encouraged to express their feelings and explore ways they can affect society. Each lesson includes a plan sheet, readings, student activities, worksheets, and a homework assignment. Additional materials include an evaluation form; a bibliography; and lists of informational, instructional, and audiovisual materials. (LP)

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CROSSROADS

Quality of Life in a Nuclear World

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A High School Social Studies Curriculum

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INTRODUCTION

The threat of nuclear war, the economy, the arms race, military spending, and our quality of life are interrelated issues that affect our students deeply. Educators must help their students discuss and understand such important issues. For them to become conscientious and active citizens, we need to develop their ability to evaluate issues and information, so they can make educated decisions. This is true for each applied subject area—science, English, math and social studies.

"I am very scared, very, very scared. Because with a nuclear war you don't have a chance to survive."

"How do we know what is going on? That's what's so scary. It seems like the whole future of the world is in the hands of ten people."

"These days, I just try not to think about my future, because I have a hard time seeing one. I want a good education but we're losing teachers and programs left and right. There aren't any jobs and there isn't any money for me to go to college. I want to do something with my life, but who cares about me? Besides, we're all going to get blown up anyway."

Such statements by high school students express the widespread and profound concern of our youth about the threat of nuclear war to their future lives. They also reflect the confusion and powerlessness students feel in these politically and economically troubled times. Clearly, we must help our students address these issues.

Goals of the Curriculum

This curriculum was developed to inform students of the issues of nuclear war and military spending, and to help them overcome feelings of helplessness and powerlessness. The aim is open discussion. We want to encourage students to make decisions and act on them. Our general goals are:

- To air and deal with students' fears, thoughts and questions about nuclear war
- To understand why individuals, groups and nations have conflicts and to explore methods of resolving them
- To explore reasons for the nuclear weapons buildup
- To understand the effects of a nuclear explosion
- To discuss how military spending affects our economy
- To encourage students to form rational opinions and act on them as productive citizens

Classroom Climate

Teaching about nuclear war can be an extremely sensitive and powerful experience. Students may have strong feelings about some topics discussed. It is important that students feel they can freely express their feelings and views. Teachers can set this tone by:

- Encouraging students to listen to what another says, whether or not he or she agrees with it
- Urging students to share their feelings (Teachers can help by sharing their own feelings.)
- Differentiating between fact and opinion
- Asking questions that help students clarify their own thoughts and feelings
- Encouraging students to continue these discussions with family and friends
- Opening themselves to questions

- Making students aware that they don't know everything about nuclear war and that nobody does

After a heated discussion, stop and assess students' feelings. For each day, provide such an activity. Additional activities you may want to use include the following:

- A whip statement. After a provocative session, give students a phrase and tell them to complete it with the first thing that comes to mind. Go around the room very quickly so they do not stop and think. Say, "This activity makes me feel . . . ," having each student finish the statement.
- Ask students to write a "Dear Abby" letter expressing their feelings. Collect the letters, redistribute them for students to answer. Then, recollect them and read the letters and responses aloud.
- Have students quickly write down their feelings after an activity. Go around the room and have students share what they wrote. Then, discuss the thoughts.
- Have students draw pictures of what an activity made them feel. Share and discuss the pictures.

Teaching Approach

The curriculum centers on discussion, roleplaying, brainstorms, and problem-solving. Each lesson plan includes readings and worksheets. There is also a daily homework assignment. Each lesson starts by reviewing the previous night's homework.

We strongly encourage you to have students maintain a journal throughout the two weeks. The journal provides students with an outlet for their feelings and you with a means of evaluation. You can make it part of each night's homework assignment, or you can provide ten minutes at the end of each class for journal-writing. You can allow free expression or suggest specific writing assignments.

The activities of Day Ten are crucial. During the curriculum, some students may feel powerless. It is important to instill a sense that they can affect our society and the world. They need to feel that their opinions and decisions are important. Therefore, they need to be given suggestions about how they can act, whichever side of an issue they may be on. More important, they need to be given the time and encouragement to decide how they will express themselves.

Structure of the Curriculum

"Crossroads" is divided into three units—English, science, and social studies. This allows specific skills to be developed while the issues of nuclear war are addressed.

Each unit is a comprehensive two-week course. However, if time is limited, we encourage you to choose the most appropriate activities and lessons. We also urge you to read all units to find additional activities you like.

Each lesson includes a plan sheet and student worksheets. The lesson plan contains objectives, descriptions, and directions for the day's activities. Students' worksheets contain the readings and worksheets for that day. They are numbered in order of use. For example, Worksheet 3b would correspond to the second activity sheet used in Day Three.

There is a wealth of material available on these issues. A list of resources is in the Appendix. We believe in dialogue and presenting different perspectives. Educators must provide students with as much relevant information as we can to help them formulate their own opinions. Because the curriculum is short, we encourage you to supplement "Crossroads" with additional materials, resources, or speakers.

After your class completes the curriculum, please fill out the evaluation form at the end of this introduction and mail it to us. This will help us make revisions. Also, feel free to contact us if you have any questions or comments. The address and phone number are on the back cover.

EVALUATION

1. Circle the curriculum you used: Social Studies Science English

2. How many students were involved in the curriculum?

3. Did you use the curriculum as a whole or in bits and pieces? Did you include activities from other curricula? If so, which?

4. How many days did you spend on the curriculum?

5. What was the general response of your students?

6. Which activities were most successful for you?

7. Which activities were least successful?

8. What additional types of materials or speakers did you use?

9. Do you have any further comments or criticisms?

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OVERVIEW

The arms race, social services cutbacks, the U.S. military budget, and the "Soviet threat" are in the news every day. No responsible citizen can ignore them.

As social studies teachers, part of our task is to instill in our students an awareness of the world and a willingness to participate responsibly in it. To do this, students need the information to be able to make educated choices. Students also need skills to understand and use this information. We need to help them critically evaluate information, separate fact from opinion, examine their values, and formulate their own views. We are helping develop tomorrow's citizens.

Day One: As an introductory activity, students discuss what nuclear war means to them. They then define the words *conflict*, *escalation*, and *resolution*, and examine the reasons for and the kinds of conflicts between individuals.

Day Two: Through a simple game, students examine the concept of negotiation. They compare conflicts between individuals with conflicts between families and groups. Students examine the history of and reasons for conflicts between nations. Then, they look at the distribution of nuclear weapons around the world.

Day Three: Students simulate two countries in conflict. They begin to examine the "Soviet threat" and need for national security.

Day Four: In this lesson, readings on the Manhattan Project and the bombings of Hiroshima and Nagasaki examine effects of atomic explosions. Students learn of more powerful weapons. They map out the potential effects of a nuclear explosion in their geographic area.

Day Five: Through reviewing history, students express their concerns about the Soviet Union. They examine differing statements on the threat to U.S. national security and discuss fears both countries might have of the other.

Day Six: Students define the concept of national security. Through a simulation, they define an effective national security policy. They then compare their version of national security to present U.S. policy.

Day Seven: Students simulate distribution of a national budget. They compare their results to the present U.S. national budget.

Day Eight: Students interpret graphs and analyze the effects of military spending on the economy. They read different interpretations of the figures and debate the different views.

Day Nine: Students tally and interpret the results of a questionnaire completed the previous evening that asks for opinions on what concerns people have in their community. They compare U.S. government spending priorities with their own beliefs about how public money should be used.

Day Ten: This day is devoted to summarizing concepts covered. Students voice views they have formed throughout the unit. They then choose a form of public action to express those views.

DAY ONE:

Conflict and Resolution

Objectives

To allow students to express their thoughts and feelings about nuclear war
To understand the concepts of conflict, escalation, and resolution
To explore various possibilities of conflict resolution

Materials

Photocopies of students' worksheets.

Activities

A. Write NUCLEAR ARMS on the board. Give each student a copy of the collage sheet of headlines (1a). On a separate piece of paper, have students spend five minutes writing down what comes to mind. Then, have them share what they wrote and list it on the board. Discuss:

- Why did those specific thoughts and feelings come to mind?
- What is it like having those thoughts and feelings?

Tell students that they are going to spend the next two weeks examining issues about nuclear arms, the military, and the possibility of war.

B. Explain to students that in order to talk about war we must talk about conflicts, how they arise, and how they may be resolved. Pass out the story (1b) and have students read it aloud. Write CONFLICT, ESCALATION, and RESOLUTION on the board. Ask students to define each word. Refer to the definitions below if they do not know any of the meanings.

Conflict: a controversy; disagreement; opposition
Escalation: to increase, enlarge or intensify
Resolution: a solution; a course of action determined or decided upon

Discuss the following:

- What is the basic conflict in the story? How was it started?
- How did each person escalate the conflict?
- How was the conflict resolved? Were there other possible resolutions? If so, what?

C. Write CONFLICT on one half of the board and RESOLUTION on the other half of the board. Ask students to brainstorm all the possible conflicts people get into (for example, owing someone money, competing for boyfriends/girlfriends, or parents disagreeing about how to raise a child). Write their responses on the board under the first heading. Discuss:

- Are there any general reasons for why conflicts are created? If so, what?
- Why do you think these particular issues cause conflicts?

Pick one of the conflicts that seems to be a common experience among many people. Ask students to brainstorm all the possible resolutions to that conflict and write their answers under the second heading on the board. (Examples of resolutions can be physically fighting, intimidating, discussing, compromising, flipping a coin.) Tell students you want to categorize the resolutions on the board. Ask them which resolutions help to deal constructively with the conflict for both involved parties and circle those. Discuss the following:

- For the resolutions that are constructive, ask: What makes these resolutions constructive?
- For the resolutions that are not constructive, ask: What makes these resolutions unproductive?
- What is the result of an unproductive resolution to a conflict?
- Does escalating a conflict always lead to unproductive resolutions? Why or why not?
- Are conflicts always bad to have? Why or why not?

D. Homework: Using the newspaper, have students find three articles that describe some kind of conflict. They should identify the conflict, the main characters, the causes of the conflict, and possible resolutions.

Options. If you have time, you might want to have students roleplay one of the conflicts. Split students into groups of three or four. Pick one of the conflicts listed on the board and tell students that the task of each group is to come up with a productive resolution of that conflict. They will then roleplay the conflict and resolution to the class. Give each group five to ten minutes to plan out their resolution and roleplay. Then, have each group (or if you have a large class, three or four groups) roleplay their resolutions in front of the class. Discuss the following:

- Were these constructive resolutions to the conflict? Why or why not?

Notes:

US bombers based in Britain pose problem in talks with Soviet Union

nuke for every neighborhood

Soviet says leadership is willing to examine Reagan missile offer

Nuclear insanity

Soviets still work on missile sites. US aide says

nuclear weapons

Into the nuclear depths

'Each side now possesses such a massive amount of overkill that a numerical parity in warheads or throw weight, or even qualitative advantage, loses much of its relevance. The number of nuclear weapons might be important were we dealing in tens, but they have little relevance when we are dealing in thousands.'

– George Ball

Hiroshima survivors bring nuclear realities to Senate

Stakes too high for N-freeze, says Haig

US was ready to use N-bomb to hold Berlin in 1959, papers show

Soviet scientist warns of atom war's peril

LATE FOR SCHOOL

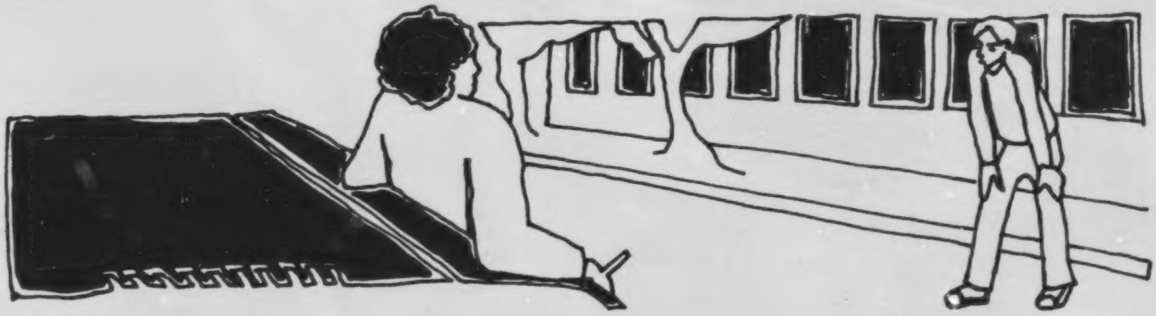
Joey woke up late. He knew it was late even before he looked at the clock. He felt as though his brain was fogged in, but he could vaguely remember yelling back at his mother when she had tried to get him up. Right. She'd slammed the door and he'd thrown a pillow at her retreat. There it was, on the floor.

Oh, man, if he didn't make it to first period on time he'd be in big trouble. He knew he could con his homeroom teacher with some lame excuse, but Carney was a tough old bird. Muttering to himself, Joey threw on jeans and a blue and white football jersey with the number four on the back. On the way through the kitchen, he grabbed a few gulps of milk from the half gallon in the fridge and bounded up Cedar Street just in time to see his bus pulling away down Broadway. He yelled something obscene at the bus driver and began to jog.

By the time he reached the parking lot behind the high school, he was feeling pretty good. The run had cleared his brain out and given his body new energy. He'd even enjoyed seeing some of the trees along the way turning gold and scarlet under the bright October sky. Maybe Carney wouldn't make a big deal of it; after all he was only going to be a couple of minutes late.

Joey stopped to catch his breath, bending over with his hands on his knees, puffing hard through puckered lips.

"Are you a jerk or a jock? Or are you just blowing lunch on your shoes?"



Joey looked up to see Chris Martin leaning against a car. He was cutting his first period study hall, as usual, for a morning smoke. Because Chris had never gone to the study since the first day of school, the teachers never knew enough to mark him absent. Joey secretly envied Chris his good luck, or cleverness, in finding such a convenient crack to fall into.

Joey straightened up and glared, thinking that Chris wasn't such a bad kid, but once he gets the upper hand, he never lays off a person.

"Shove it, Martin!"

"Yeah? Maybe you'd like to come over here and show me just *where* you'd like me to shove it, pretty boy."

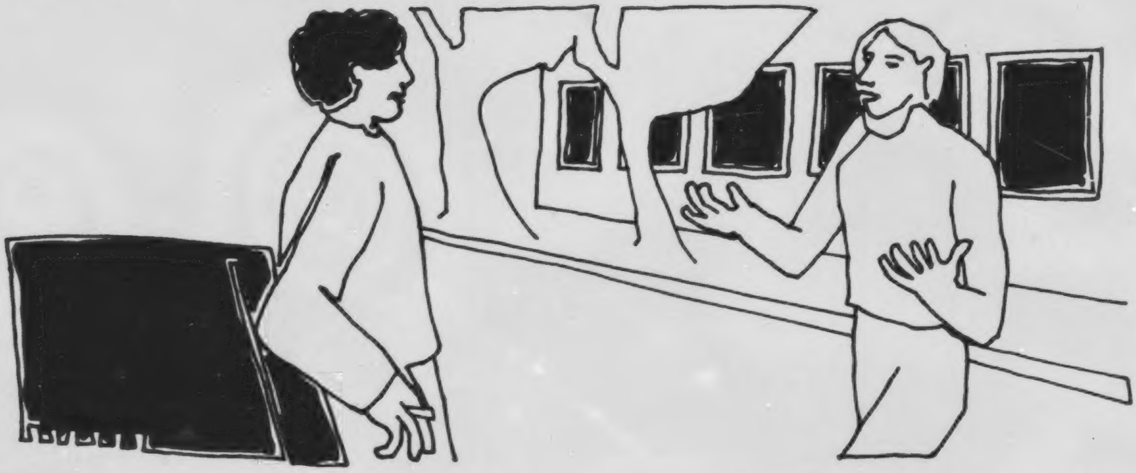
Great, thought Joey, just what I need. Walk away now and deal with his crap later or deal now, get it over with, and really be late.

"Hey, lay off, loser," Joey said, taking a few steps toward the other boy. "I'm just trying to get in there without having Carney all over my case," he wanted to add, but at the same time felt he didn't owe the other boy any explanation. What he didn't know was that Chris Martin had just been suspended because the office had finally figured out that he *was* supposed to be in that study hall all along.

If Joey had just kept walking, probably the whole thing wouldn't have happened. But he couldn't help himself. After the first few steps, he stopped, squaring off to face Chris, demanding a response with his pose and gestures and all the subtle, unconscious habits of one-upmanship. On another day, the response might been just another remark. But today was different. Chris walked right up to him and screamed in his face.

"Who you callin' loser, you dirty little pansy, you momma's boy!"

That did it. This bum knew where to hit where it hurt the most. Sure, Joey was close to his mom, had been ever since his father. . . . But all that didn't matter now. All that mattered was that this scum was going to louse up his whole day.



Joey raised his hands, palms out in a gesture that at first might have seemed conciliatory. But then, just as Chris was trying to read his intent, Joey flashed forward with those hands, hitting Chris on the chest hard enough to send him stumbling backward. By the time Chris had regained his balance, Joey had his fists up. They both knew what came next. But neither knew how it would turn out.

Chris came forward, bouncing around on the toes of his sneakers. He felt primed for a good beef and was starting to tap into the vein of angry energy that had been building since his suspension. Joey, on the other hand, felt a bit reluctant and yet he knew he was committed to the thing now unless someone saw them and intervened. He glanced nervously toward the brick school building.

In that moment, Chris made first contact. He was exhilarated by the crunch of his knuckles against Joey's jaw. He punched again and again, to the stomach, the face, and the chest. When Joey finally lay on the asphalt between two cars, Chris kicked him in the small of the back a few times and then picked up his head by the hair and laughed right into his bloody face. In the silence which followed Chris's departure, Joey's ears rang louder from the names his mother had been called than from the beating he'd received.

After a few minutes, Joey pulled himself up to a sitting position, leaned against a tire and felt for broken ribs and missing teeth. None. He lit a cigarette and started making his plan.

"No way is that two-bit creep going to make a fool out of me. Martin might have an advantage with his fists, but I've got intelligence, strategy, and next time, the element of surprise," Joey thought. "That punk'll wish he'd never said one word to me, ever. And after I'm finished with him, he'll never say one more. I ought to break his jaw so they'll have to wire it together. That'll keep him quiet for a while. Yeah! That's it! Just what that scumbag has coming to him. That'll teach him not to mess with me."

Joey, still dazed from the fight, now focused all his energy on his scheme for revenge. Any thought of Carney, school, his mother, or potential consequences for his actions were all banished from his mind. The image of the crowbar on his father's old toolbench in the basement flickered across his brain. He'd seen it a thousand times and never knew why he'd kept it around. He always thought he'd clean up the toolbench some day and throw out some of the stuff, but he never seemed to get to it. Now it seemed like fate—that crowbar had just been lying there waiting for him to need it today for the very special purpose of closing a very nasty mouth. Joey smiled a crooked smile, picked himself up and headed back the way he'd come.

At the gas station on the corner of Cedar and Hall streets, he ducked into the men's room to wash off. Damage to his face was extensive. Nobody was going to believe he'd just "walked into a door."

Walking home, Joey calculated that Chris would be hanging around someplace where he could brag about the fight to kids from school, probably the ABC Pizza. He'd have to get the bum alone. Something in Joey was pushing him to act quickly while the rush of humiliation and the drive for retaliation was still hot within him. Somewhere inside he knew that if he cooled off, he'd never follow through.

He'd send a little kid in with a note. Yeah. "I saw the fight this morning. So did someone else. Meet me in the alley right away. Important. From a secret admirer." Yeah. Martin would be dumb enough to fall for that. And then . . . Then? Then I'll break his jaw.

Joey grasped the sink rim, locked his elbows, leaned forward, and stared his meanest stare into the chrome-plated mirror.

"I don't get mad. I get even," he growled to his bruised reflection.

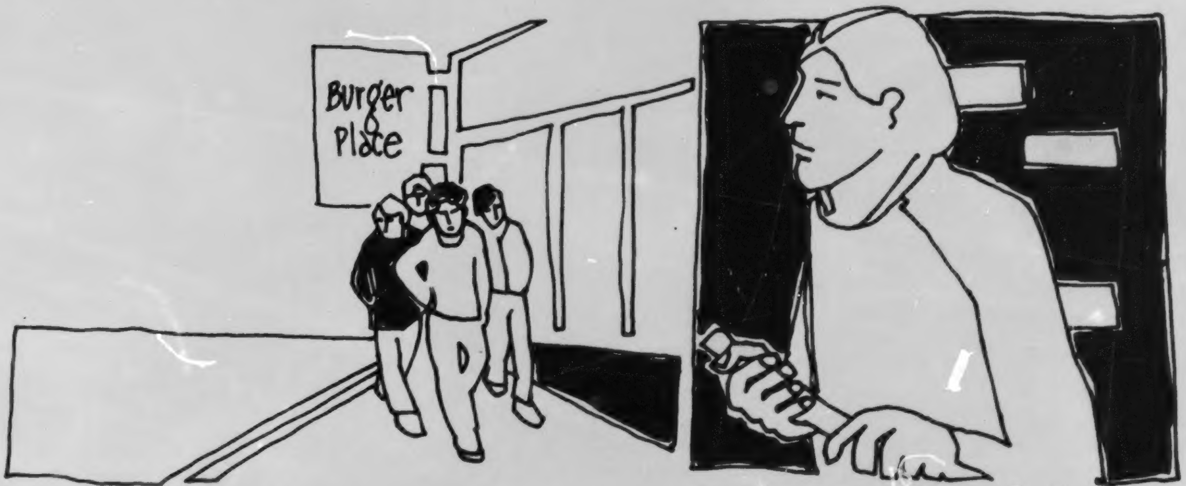
At home, he retrieved the crowbar from the basement and laid it on the kitchen table while he printed the note. He knew his mother wouldn't like the way he was handling this but, with an effort, he pushed her out of his mind.

Realizing he couldn't just carry a crowbar through the streets without arousing suspicion, Joey padded a huge garbage bag with newspapers and thrust his weapon into it.

The adrenalin rush was on him as he strode toward the pizza shop. He held his head high, shoulders back, and took long steps. For some reason, he kept thinking of Clint Eastwood, even though he'd never been a big fan. He felt in possession of a marvelous, powerful secret as he tightened his grip around the iron bar in the bag.

He caught a glimpse of Chris through the window of the restaurant, stashed his weapon in the neighboring alley and found a seventh grader eager to deliver the note for a dollar. Then he stationed himself flush inside a doorway about one third of the way down the alley. As he waited, he felt alert, calm, detached.

In a few minutes, he heard the scuffling of sneakers on the gravel. The bum had brought people with him! Tough, but too late to back out now.



Barely breathing, Joey waited in the doorway as long as he could. Then he leaped out in front of Chris, who was about six feet away, two strides forward for Joey. The crowbar hovered about them for an instant; it seemed to have taken on a life of its own. Joey spat out the words he'd practiced in the bathroom and brought the bar down toward the side of Chris's face. Chris threw his forearm up in self-defense, causing the crowbar to glance off his arm with a strange, deadly twist that drove the forked end into his skull at the temple. Joey saw Chris's eyes go wide and disbelieving and then roll back as the boy dropped to his knees and tumbled over in a heap.

The three boys behind Chris stood open-mouthed and frozen. Joey threw the crowbar at them, turned, and ran.

DAY TWO:

Negotiation and Global Conflict

Objectives

To have students explore methods of resolving conflicts
To practice negotiation and compromise
To determine why, historically, countries have had conflicts

Materials

Photocopies of student worksheets

Activities

A. Review homework on news articles. Ask for two or three volunteers to present their articles. Have students identify the main characters, the conflict, and the cause of the conflict. If there is a resolution to the conflict in the article, have students describe it. If there is no resolution in the article, ask the class to suggest one. Also, suggest an alternative one.

B. Pair students off. Hand out two conflicts (2a). Ask each pair to write a resolution to them. (A third sample is included for review.) Explain to the students that they should consider each conflict very carefully, imagining they are involved in the situation. How would they resolve the conflicts? Allow 10 to 15 minutes. Then, reassemble and ask two pairs to present their resolutions to the first one. Do the same for the second story. Discuss both.

- What kinds of resolutions did students choose?
- Were the conflicts between individuals we looked at yesterday about the same issues as the conflicts between countries?
- What were the similarities and differences?

C. Play the Dollar Game. Use Teacher Resource Sheet 2b to direct the game and process it upon completion.

D. Ask students why countries have conflicts and write their answers on the board. If they need help, use the ideas in the student Worksheet 2c. Then, pass each student a copy of this worksheet. Ask the class to identify the main conflicts in each war that the United States has been involved in since 1776. Discuss:

- Are there any general patterns concerning why our country went to war?
- If so, what?
- Why did we choose to go to war over these particular conflicts?

E. Pass out a copy of Worksheet 2d, which includes a list of countries at war. Then pass out a world map to each student (2e). Ask students to color in all countries that are at war. Using Worksheet 2f, ask students to code countries in Group 1 with a star, Group 2 with a triangle, Group 3 with a box, and Group 4 with a circle. Discuss:

- Do they know that six of these countries already have nuclear weapons?
- How do they feel about that?
- Do they think nations will have a better chance for coexistence when they all develop nuclear weapons?

F. Homework: Each student should write a scenario suggesting when a country should use a nuclear weapon.

FLASHPOINT IN THE MIDDLE EAST

Let us imagine that two important Persian Gulf governments are at war with one another. The two nations, Tarsia and Curak, have had historical conflicts in the past, have continuing religious conflicts, and are trying to cover over internal discord by focusing attention on external enemies.

In each country, the majority of the people believes in one or two different kinds of the Moslem religion, and the majority religion is closely identified with the government. Each of the two religious sects is hostile to the other. In each nation a minority believes in the majority religion of the other nation. This makes both governments afraid that the other government will stir up rebellion among the religious minority.

In addition to religious tensions, there are lots of economic, political, and cultural problems within each country. By focusing attention on external enemies, each government hopes to cover up these internal problems and create a spirit of national unity against foreign enemies. Also, the two government heads are long-time enemies bent on destroying each other's political influence.

They are vying for dominance in the oil-rich Persian Gulf. Industrialized western Europe, Japan, and the U.S., who depend on Persian Gulf oil, do not want either country to become very powerful, because these industrialized countries want to maintain control over the oil region. For this purpose they, in varying degrees, support Sorelia, a smaller Middle Eastern country. The industrialized countries have helped Sorelia to become powerful militarily, and have also helped it obtain nuclear weapons. Both Tarsia and Curak try to cover up internal problems by portraying Sorelia as a great and bitter enemy that is also non-Moslem. Sorelia is pleased that the two larger countries are weakening themselves in a war.

The Tarsian president has just completed building a nuclear weapons factory and will have some atomic bombs within a month or two. His government is losing the war, however, and many of Tarsia's own people are rebelling against the government. The other large country, Curak, is not believed to have nuclear weapons. Sorelia doesn't want either of its larger enemies to have nuclear weapons, and it sees the war-weakened position of Tarsia as providing the opportunity to destroy the Tarsian nuclear weapons factory.

Even though Sorelia was not at war with either of its hostile neighbors at the time, its air force was sent in to bomb the Tarsian nuclear weapons facility. Sorelia made a serious error, however, because Tarsia had already managed to produce a few atomic bombs. It dropped one in an area that wiped out most of small Sorelia's armed forces, occupied the country, and threatened to drop one on the Curak capital if Curak failed to withdraw all its forces from the war.

Since the U.S. had the closest relationship with Sorelia, the U.S. President said that U.S. marines were invading Sorelia to drive out the Tarsians.

SQUATTING

In a European country with a bad housing shortage, many people move into buildings and apartments that are vacant and "squat" because there is no place else for them to live. The people who build apartments make so much money renting to richer people that they refuse to build low-income housing. The squatters and their supporters want the government to pass laws that would provide an incentive for builders to help build the needed apartments. There are many construction workers out of work and eager for jobs. There is no place for these lower-income people to live, except in seriously overcrowded apartments.

In one part of the city, there are many old deteriorating buildings, some with abandoned apartments. There are also many buildings that the builders did not have the money to finish. Squatters moved into these buildings, too. All together there came to be nearly 6,000 squatters in that part of the city. The police tried to evict some from the old buildings, but political groups and other squatters defended them. The police couldn't get in the buildings.

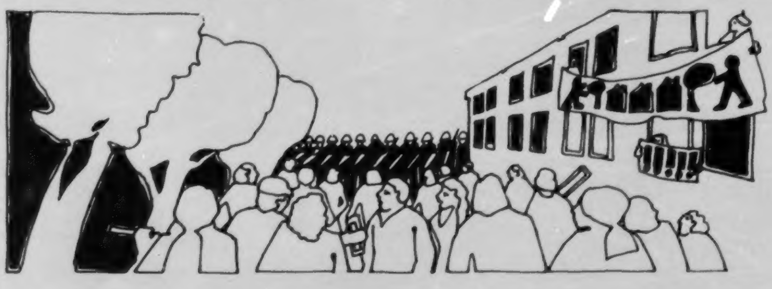
When the builders got enough money to finish the new apartments, the squatters refused to leave. This time, 300 police came and the same people were there to defend the squatters. The police got rough and began arresting! The crowd got rough, too. Nobody was evicted, but 60 defenders and squatters and 13 police were hospitalized.

The next day on TV and in the papers the mayor said that the squatters in the new buildings would be evicted within a week. The squatters and their sympathizers organized to repel the police. Winter was coming soon, making the squatters more desperate to stay.

This time 1,600 police came. They were confronted by 12,000 squatters and supporters. About half of the defenders were armed with rocks, bricks, bottles, and sticks.

When the fight was over, six defenders and two police officers were killed. Three defenders died from beatings and being crushed by the hordes of people. Nineteen others were critically injured. Several hundred were hospitalized. The police were beaten back from all but one building, where they succeeded in evicting about one hundred people.

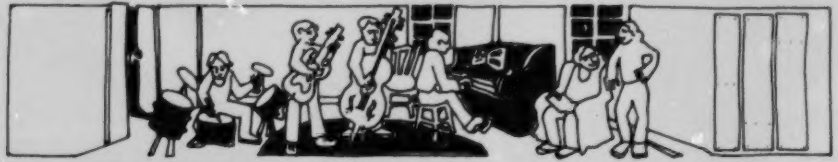
Nothing was resolved and both sides were more determined than ever. However, the deaths did convince them to attempt one negotiating session, which included representatives from the national government.



JAM SESSION

The Vega family lives on the first floor of a three-family house on a block where everyone is pretty friendly. However, two months ago, new tenants moved into the second-floor apartment and life has not been the same for the Vegas.

Almost every night Johnny Jones and his brother Pat have their friends over for a jam session. Johnny plays the electric guitar, Pat plays the drums, and when their friends come over, they add an electric guitar, bass guitar, and a piano.



Mr. Vega told the Jones family that he was bothered by all the noise they were making. He asked them to please play elsewhere or, at the very least, practice early in the evening.

Pat and Johnny didn't seem too concerned about the complaints. They told Mr. Vega they'd keep the noise down but wouldn't find another place to practice. For the next three nights, the noise level was considerably lower, but within four or five days, it was back up to the original level.

Every time the Vegas sat down to dinner, the dining room table would shake and sometimes the water would spill. Later in the evening, the vibration would get so bad that Mr. Vega had to leave the house. He was sure his children couldn't possibly concentrate on their homework assignments.

Finally, he talked to Mrs. Jones. She was extremely apologetic but admitted that she really didn't have any control over the boys. She had asked them on many occasions to lower the noise level in their old apartment and had, in fact, received many complaints from former neighbors. Now she was working the second shift from 3 to 11 p.m. and didn't get home until 12:30 a.m. Therefore, she was never around to help keep the noise down.

In the next few weeks, Mr. Vega made repeated attempts to reason with the boys. He called them several times and invited them into his apartment, so they could each hear for themselves what the noise was like. His children could no longer do their homework in the house. He and his wife thought they would go crazy.

Finally, one night, without giving anyone any warning, he stormed upstairs and pounded on their door. He continued for four minutes before anyone answered. As soon as Pat, obviously drunk, came to the door, Mr. Vega screamed out, "You're driving me crazy! I'm calling the police and I hope you get thrown into jail!" At first, Pat didn't understand, but then he called to his friends, "Hey, guys, the police are on their way! Vega wants us thrown in jail!" Everyone came running out. Mr. Vega was terrified, and started down the stairs.

THE DOLLAR GAME

This demonstrates that bargaining, compromise, and negotiation can help everyone. Two teams compete for the same goal—a $1 bill—and their efforts to outbid each other do not result in a gain.

Rules: Get two volunteer groups of four students on a side. Hold up a dollar and tell them you will give it to the side that makes the highest bid. *Both sides* must give money they bid to you, regardless of whether they get the dollar. Flip a coin to see which side goes first.

After one side bids a few cents, the other side will bid higher. Both sides may bid as high as they want to go, until they reach 99¢. At some point, they will see their folly! After one side goes over 50¢, it may become apparent that *you* will gain at the next bid, since the sum of the two bids will be more than $1. One side may even begin to negotiate with the other at an earlier point.

After playing one time, discuss the strategies that the group used. Suggest that there are ways that both groups could gain. If they didn't negotiate the first time, play again.

Both sides can gain if they negotiate early so that each side bids less than 50¢. They split the dollar, and you lose. After playing the game, ask them:

- what their immediate reactions to the bidding idea were
- at what point they realized that bidding higher and higher doesn't work in their favor
- whether people automatically compete
- how negotiation can help each side win

FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
E70967587H
ONE DOLLAR

WHY COUNTRIES HAVE WAR

1. Natural resources
2. Access to water
3. Ethnic or religious autonomy
4. Militarily strategic regions
5. Political and economic power over national economy
6. Homeland
7. Cheap labor forces
8. Agricultural resources—good farm land

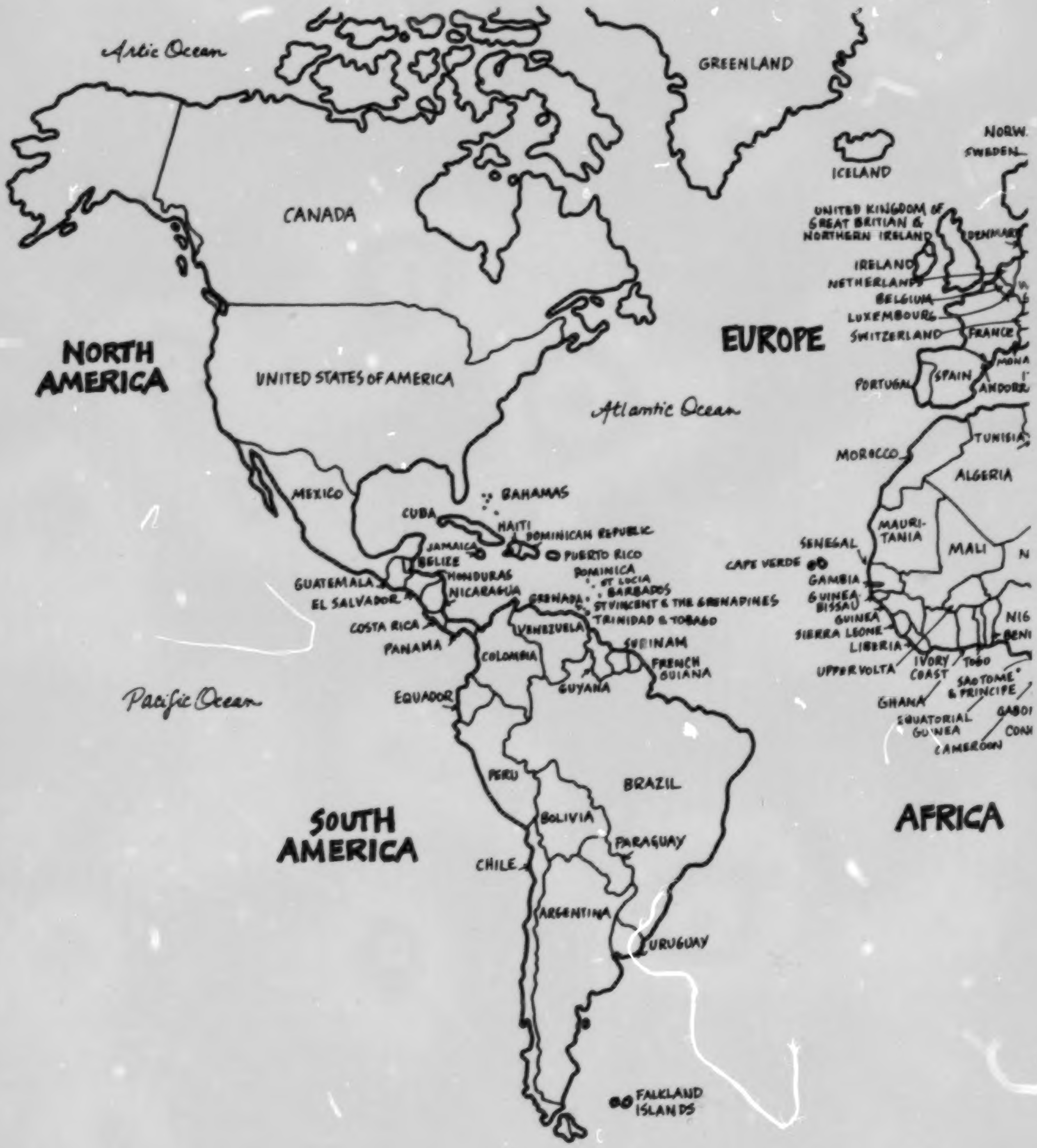
TIMELINE OF MAJOR WARS

1776 —American Revolution
—independence of a nation
1846 —Mexican-American War
—U.S. took Mexican land and made it part of U.S.
1812 —War of 1812
—U.S. against England (and others) for control of trade
1860 —Civil War
—industrial North vs. agricultural South for economic dominance
1898 —Spanish-American War
—U.S. took Puerto Rico, Philippines, and Cuba from Spain
—strategic naval locations
1914 —World War I
—industrialized countries fighting each other for world resources (raw materials) and markets
1941 —World War II
—same as WWI
1951 —Korean War
—civil war
—U.S. contained communism in Asia
1964 —Viet Nam
—anti-communism
—natural resources
—containment of Soviet and Chinese influence
—political and economic control of Southeast Asia

COUNTRIES AT WAR AND WHY

1. **Israel and Lebanon and Syria**
   Homeland (Israeli and Palestinian)
   Persian Gulf oil
   Soviet Union access to Gulf and Mediterranean Sea; world sea lanes
2. **Iran and Iraq**
   Resources
   Dominance of Persian Gulf Oil
3. **El Salvador**
   Civil war involving support from outside countries (United States)
   Poor people fighting for land and better pay against rich landowners
4. **Guatemala**
   Same as above
5. **Argentina and England**
   Militarily strategic island
   Oil
6. **Eritrea and Ethiopia and Somalia and Cuba**
   Access to water
   Eritrea wants independence from Ethiopia
   Somalia and Ethiopia fighting for border region (Ogaden)
   Cuba and Soviet Union aid Ethiopia with arms
   United States supplies Somalia with arms
7. **South Africa and Namibia and Angola**
   Black Namibians want independence from white-ruled South Africa
8. **Cambodia and Viet Nam**
   Civil war in Cambodia, resulting from outside influence
   Viet Nam invades Cambodia
   Soviet Union supplies Viet Nam; China supplies Cambodia
   Superpowers fighting for power
9. **Soviet Union and Afghanistan**
   Civil war in Afghanistan
   Soviet Union invades with large army and supports government in power near Persian Gulf oil
10. **Angola**
    Civil war in Angola with government aiding Namibia
    South Africa government aiding Angola rebels
    Natural resources of Namibia (minerals, water power)
    Natural resources of Angola (minerals, water power, agriculture, oil, and coffee)
11. **Libya and Morocco and Sahara**
    Civil war in Sahara over phosphate fertilizer
    Algeria and Libya vs. Morocco—all want to take over Sahara

12. **South Yemen and North Yemen**
    Civil war
    South Yemen aiding rebels
    Racial, ethnic differences
13. **Philippines**
    Civil war with poor Moslem minority fighting government
    United States supplies government with arms and money
    United States gets its biggest military base in Pacific Ocean in return
14. **Indonesia vs. East Timor (West Timor)**
    East Timor fighting for independence
    United States supports Indonesian government in return for favorable oil investments and political support in Asia
15. **Chad**
    Civil war involving Libyan and French money and troops
    Former French colony—French financial interests dominate the country (agriculture)
16. **Northern Ireland**
    Religion
    Economic opportunity


Artic Ocean
GREENLAND
CANADA
ICELAND
NORW.
SWEDEN
UNITED KINGDOM OF GREAT BRITIAN & NORTHERN IRELAND
DENMAR
IRELAND
NETHERLANDS
BELGIUM
LUXEMBOURG
SWITZERLAND
FRANCE
MONA
SPAIN
PORTUGAL
ANDORR
NORTH AMERICA
UNITED STATES OF AMERICA
EUROPE
Atlantic Ocean
TUNISIA
MOROCCO
ALGERIA
MEXICO
BAHAMAS
CUBA
HAITI
DOMINICAN REPUBLIC
JAMAICA
BELIZE
PUERTO RICO
MAURI-TANIA
MALI
SENEGAL
CAPE VERDE
GUATEMALA
HONDURAS
DOMINICA
ST LUCIA
BARBADOS
GAMBIA
EL SALVADOR
NICARAGUA
GRENADA
ST VINCENT & THE GRENADINES
GUINEA BISSAU
GUINEA
TRINIDAD & TOBAGO
COSTA RICA
VENEZUELA
SIERRA LEONE
NIG
BENI
PANAMA
SURINAM
LIBERIA
COLOMBIA
FRENCH GUIANA
UPPER VOLTA
IVORY COAST
TOGO
GUYANA
SAO TOME & PRINCIPE
Pacific Ocean
EQUADOR
GHANA
EQUATORIAL GUINEA
GABO
CON
CAMEROON
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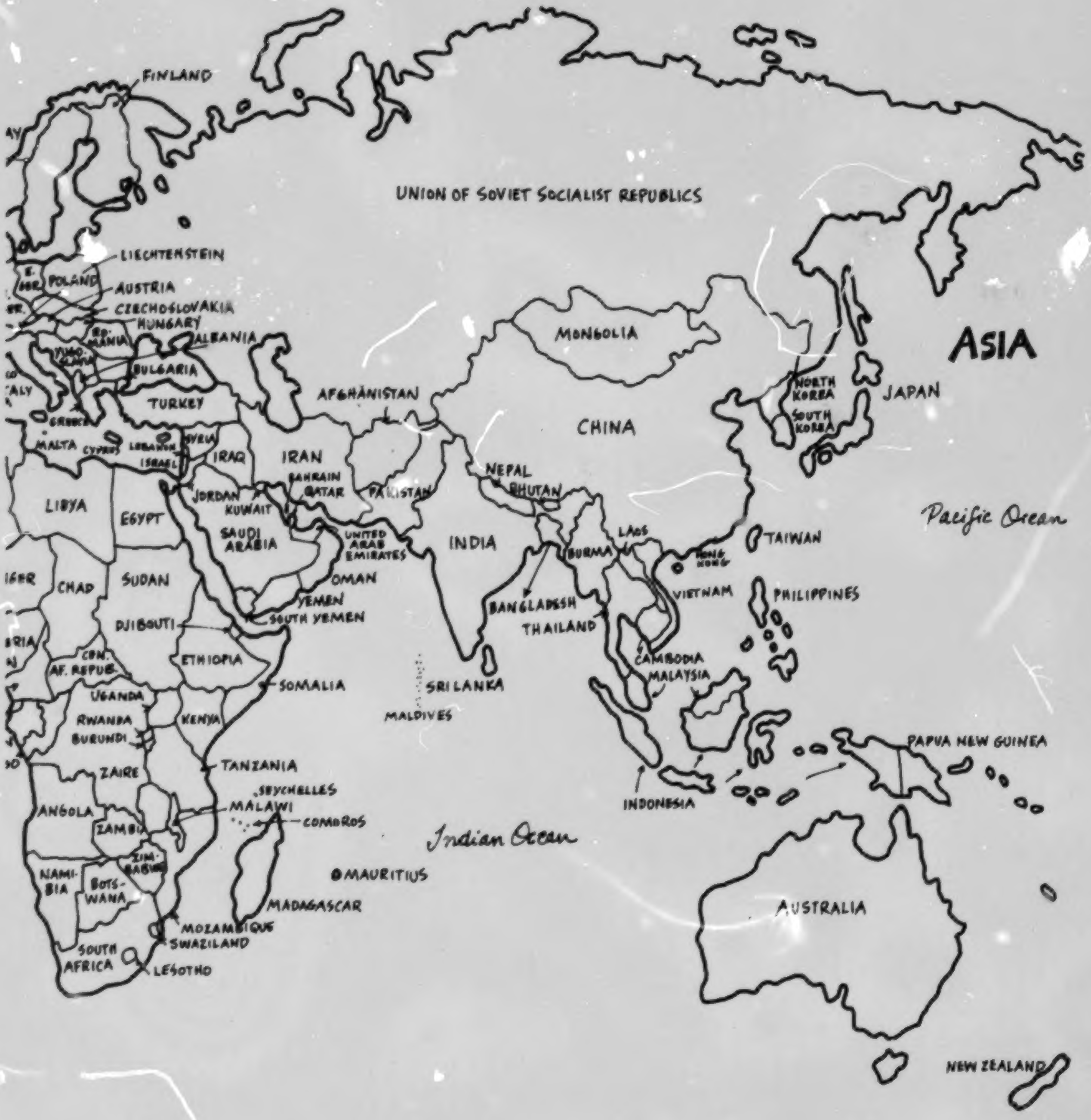
AFRICA
PARAGUAY
CHILE
ARGENTINA
URUGUAY
FALKLAND ISLANDS


ASIA
UNION OF SOVIET SOCIALIST REPUBLICS
FINLAND
AY
LIECHTENSTEIN
E. GER.
POLAND
AUSTRIA
CZECHOSLOVAKIA
HUNGARY
RO-MANIA
ALBANIA
YUGO-SLAVIA
BULGARIA
ALY
TURKEY
GREECE
MALTA
CYPRUS
LEBANON
SYRIA
ISRAEL
IRAQ
IRAN
AFGHANISTAN
BAHRAIN
QATAR
PAKISTAN
JORDAN
KUWAIT
SAUDI ARABIA
UNITED ARAB EMIRATES
LIBYA
EGYPT
IGER
CHAD
SUDAN
OMAN
YEMEN
SOUTH YEMEN
DJIBOUTI
ETHIOPIA
CEN. AF. REPUB.
SOMALIA
UGANDA
RWANDA
BURUNDI
KENYA
ZAIRE
TANZANIA
SEYCHELLES
MALAWI
COMOROS
ANGOLA
ZAMBIA
ZIM-BABWE
NAMI-BIA
BOTS-WANA
MOZAMBIQUE
SWAZILAND
SOUTH AFRICA
LESOTHO
MADAGASCAR
MAURITIUS
Indian Ocean
MALDIVES
SRI LANKA
INDIA
NEPAL
BHUTAN
BANGLADESH
BURMA
THAILAND
LAOS
VIETNAM
CAMBODIA
MALAYSIA
INDONESIA
MONGOLIA
CHINA
HONG KONG
TAIWAN
PHILIPPINES
NORTH KOREA
SOUTH KOREA
JAPAN
Pacific Ocean
PAPUA NEW GUINEA
AUSTRALIA
NEW ZEALAND

WHERE THE BOMBS ARE

Group 1 Countries with nuclear weapons:

- United States
- Great Britain
- China
- Soviet Union
- France
- India

Group 2 Countries believed capable of building nuclear weapons:

- Canada
- West Germany
- Pakistan
- Switzerland
- Sweden
- Israel
- South Africa
- Japan

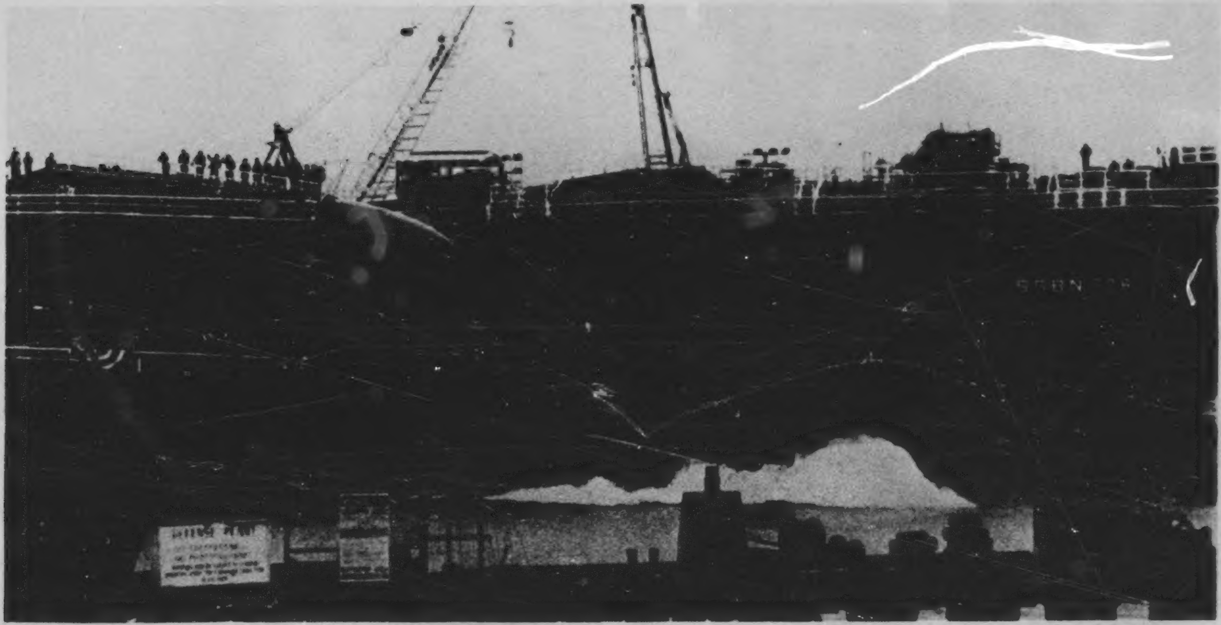
Group 3 Countries that could have nuclear weapons within six years:

- Brazil
- Spain
- Netherlands
- Finland
- Austria
- Taiwan
- Australia
- Argentina
- Belgium
- Denmark
- Italy
- Iraq
- South Korea

Group 4 Countries that could have nuclear weapons in seven to ten years:

- Libya
- Norway
- Egypt
- Yugoslavia

Photo: Ellen Shub



Fast-Attack nuclear warhead-carrying submarine being launched from General Dynamic's Electric Boat plant in Groton, Connecticut, April 25, 1981.

DAY THREE:

Countries in Conflict

Objectives

To review the history of the arms race between the United States and the Soviet Union
To explore the ways in which international conflicts can escalate
To begin to evaluate how much of a threat the Soviets are to our national security

Materials

Photocopies of student worksheets

Activities

A. Ask for two or three volunteers to read their homework assignments. Discuss:

- What scenarios did students envision that would necessitate use of nuclear weapons?
- Did any students feel no situation would warrant use of nuclear weapons? Why?

Then, ask students to hand in their assignments.

B. Tell students they will play a simulation about two imaginary countries. The goal of the game is to *ensure* that their own country is secure and protected. Give each student a copy of a "world" map (3a), and historical outline of each country (3b), and a situation sheet (3c). Divide the class into two sections. Assign one half to be the Easlandians and the other half to be Bantians. If you have a large class, you may want to divide the class into four groups and conduct two simulations at the same time. Have each group pick a representative. Give them a few minutes to read the material. They must resolve Bantia's deployment of missiles. Each country has a number of resources available to it. See Worksheet 3c. Explain that teams may invent new weaponry not listed. Give the Easlandians five minutes to respond to the "Bantian threat." They must counter Bantia's move. Allow two to four more exchanges on each side. Students may opt for an escalation of arms or for a peace treaty or a combination of these. Once they finish roleplaying, discuss the following questions:

- What response did each country choose to ensure its national security (arms escalation, deescalation, negotiation, etc.)?
- Did you feel your own national security was really threatened or was the other side just trying to intimidate you?
- Did your decision to react in the way you did help you feel safer?
- What options did you decide against?
- What process did each country use in making its decisions?
- Was everyone in agreement about each decision? If not, how did you deal with dissent?

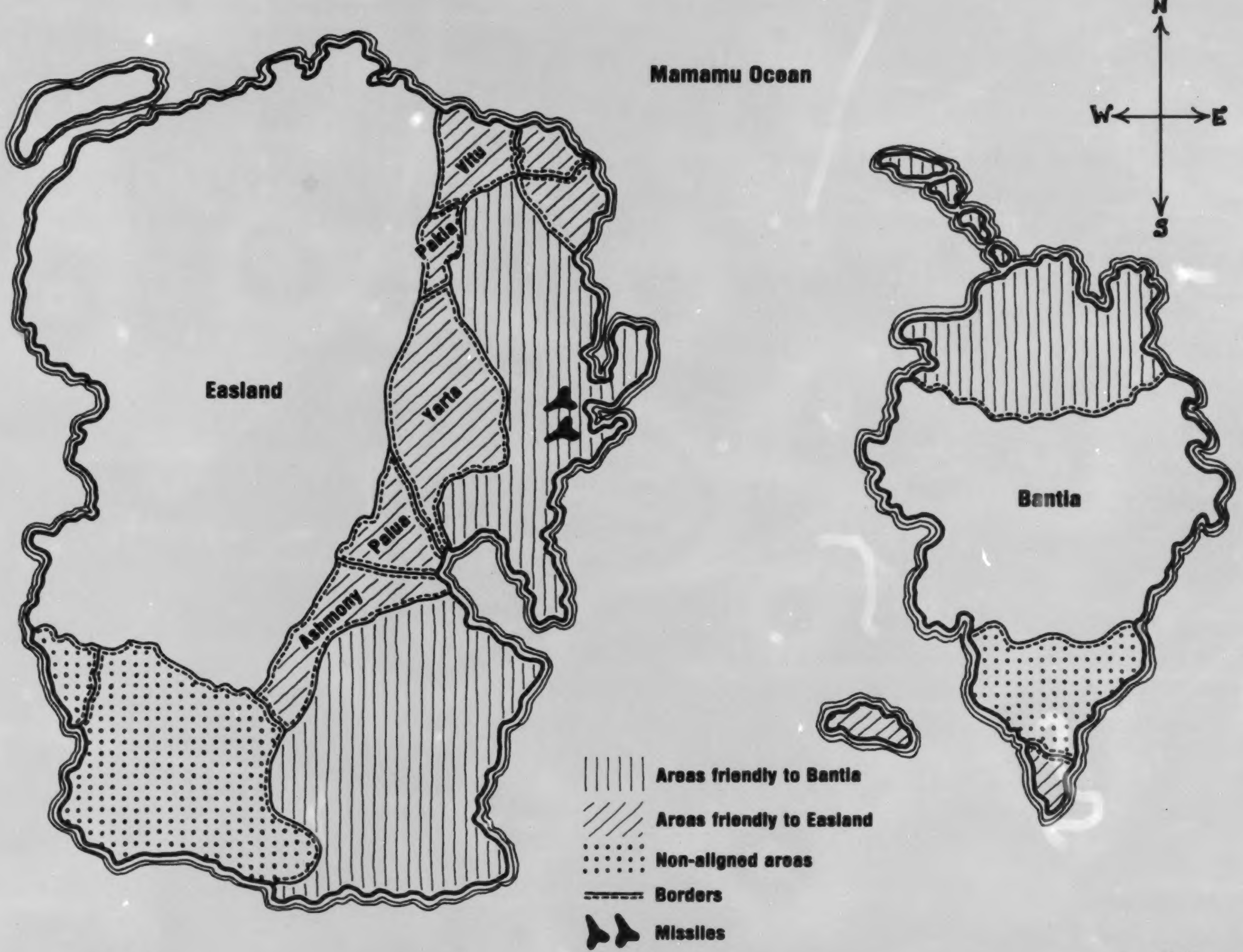
C. Explain to students that the two imaginary countries were roughly patterned after the United States (Bantia) and the Soviet Union (Easland). The vital statistics on each were fairly accurate. Their histories do reflect a general pattern for each country. Hand out to students the information sheet on the actual strength of the U.S. and U.S.S.R. (3d) and let students read it to themselves. Ask students how this information and the roleplaying affect their views of Soviet actions today. What about American actions? Ask students to compare their actions in the simulation to the actions of the United States and Soviet Union today. How were they similar? How were they different?

D. Homework: Ask students to find out about the Manhattan Project. You may want to give them these hints:

- It was a project initiated by the U.S. government in the early 1940s.
- It was based in Los Alamos, New Mexico.
- It concerned weapons.

Have students write a short paragraph describing the project and its purpose. (This could also be a longer research project for advanced students.)

Notes:


Mamamu Ocean
N
W
E
S
Easland
Vitu
Pakia
Yarta
Palua
Ashmony
Bantia
Areas friendly to Bantia
Areas friendly to Easland
Non-aligned areas
Borders
Missiles

3b

RED ALERT!

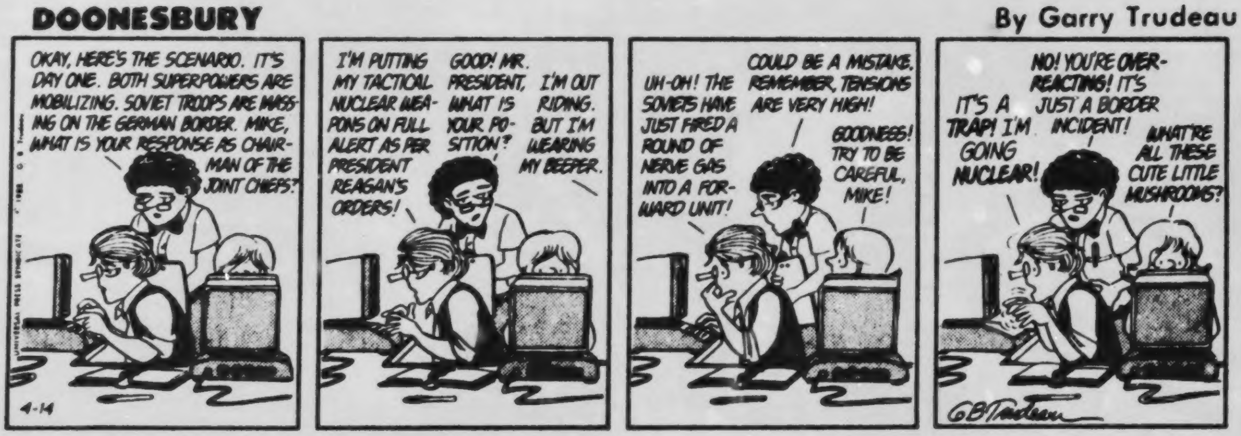
Easland and Bantia have been enemies for decades. Both are large countries rich in natural resources. At times, they acted as allies, but after the Great War, Easland and Bantia became openly hostile toward each other. Both countries feel that the other is trying to take over the world. Both have economic and strategic interests in other countries in the world. Both want to build a network of allies and improve their own security.

As they assert their political and economic influence in various countries, tensions between the two intensify. Finally, Bantia decides to install some missiles about 1,000 miles from the border of Easland. These missiles are aimed directly at Easland's capital city and several major industrial centers.

The leaders of Easland must respond. BUT HOW?

Resources Available to Bantia and Easland

Short-range missiles that can fly below radar a distance of 1,000 miles
Missiles that can travel between continents (ICBMs)
Submarines armed with nuclear warheads
The ability to draft citizens into the armed forces
Aircraft carriers and small jet fighters
Large planes that can carry any kind of bomb
Diplomats
Allies in other countries
Tanks equipped with or without neutron bombs (small anti-personnel nuclear weapon)
H-Bombs (1,000 times the size of the Hiroshima bomb) dropped by aircraft
TV and other news media


DOONESBURY
By Garry Trudeau
OKAY, HERE'S THE SCENARIO. IT'S DAY ONE. BOTH SUPERPOWERS ARE MOBILIZING. SOVIET TROOPS ARE MASSING ON THE GERMAN BORDER. MIKE, WHAT IS YOUR RESPONSE AS CHAIRMAN OF THE JOINT CHIEFS?
4-14
I'M PUTTING MY TACTICAL NUCLEAR WEAPONS ON FULL ALERT AS PER PRESIDENT REAGAN'S ORDERS!
GOOD! MR. PRESIDENT, WHAT IS YOUR POSITION?
I'M OUT RIDING. BUT I'M WEARING MY BEEPER.
UH-OH! THE SOVIETS HAVE JUST FIRED A ROUND OF NERVE GAS INTO A FORWARD UNIT!
COULD BE A MISTAKE. REMEMBER, TENSIONS ARE VERY HIGH!
GOODNESS! TRY TO BE CAREFUL, MIKE!
IT'S A TRAP! I'M GOING NUCLEAR!
NO! YOU'RE OVERREACTING! IT'S JUST A BORDER INCIDENT!
WHAT'RE ALL THESE CUTE LITTLE MUSHROOMS?
GBTrudeau

PROFILE OF TWO COUNTRIES

Bantia

Bantia is a large country, 3,500,000 square miles. It has a population of 230 million. It is bordered by friendly and less powerful neighbors to the north and to the south. It is separated from Easland by 5,000 miles of ocean. It has an advanced industrial economy, although it also has rich agricultural areas. The standard of living in Bantia is high—one of the highest in the world.

Bantia was invaded once—almost 200 years ago. But being physically separated from much of the rest of the world and having less powerful neighbors, Bantia has not been susceptible to land invasions from hostile forces since. Although Bantia, in the last 50 years, has often become militarily involved in other parts of the world, many Bantians believe Bantia should adopt an "isolationist" policy, that is, not interfere in the rest of the world's problems. Bantia has developed a strong navy and air force to protect its borders.

Easland

Easland is a very large country, 8,500,000 square miles. It is located on the continent of Amerskon and is bordered by the countries Vitu, Palua, Ashmony, Pakia and Yarta to the east and the Mamamu Ocean on the west. It has a population of 280 million. Its economy is based on agriculture and, increasingly, industry. Most people live fairly modestly. Few have such luxuries as cars, TVs or refrigerators.

Easland has a history of invasions. During the last 75 years, Easland was invaded on its eastern border three times. In the last invasion alone, 20 million Easlandians were killed. These experiences left deep psychological scars on Easlandians. They developed an almost paranoid fear about war and military threats. They have thus tried to control the five countries on their eastern border to build a buffer zone between them and other countries. They have also built up their land-based army.

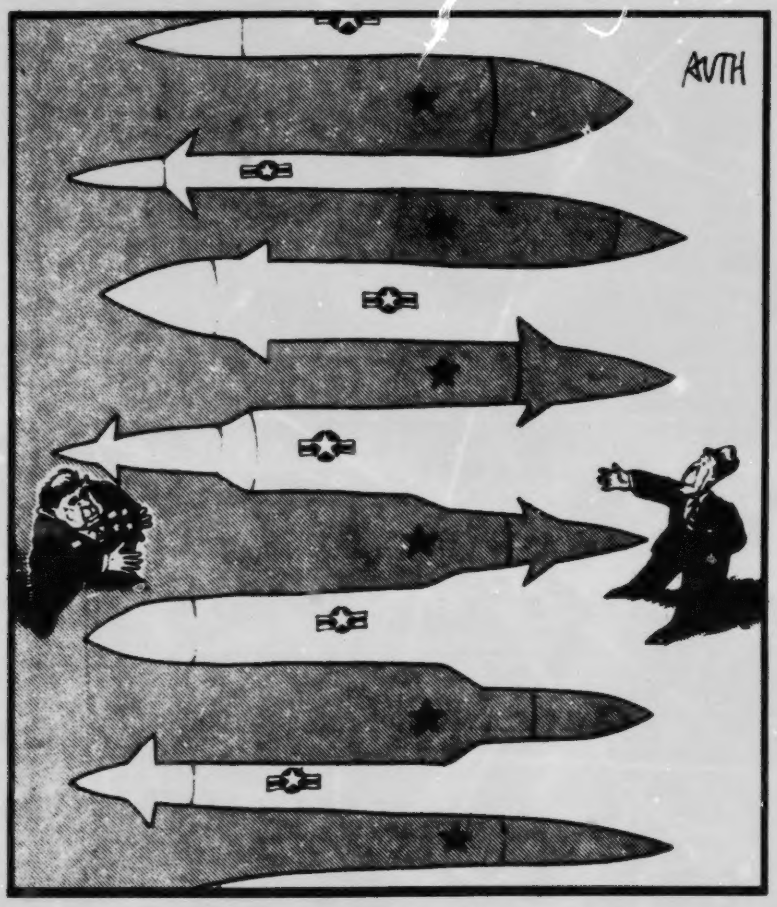
3d

COMPARISONS OF MILITARY STRENGTH—WHO'S AHEAD?

People often compare U.S. and Soviet force levels in order to determine which country has the advantage. These comparisons assess the extent or seriousness of the national security threat posed by the other country.

In addition to nuclear weapons already based in Europe, the United States has over 9,000 strategic warheads and bombs, of which approximately 25% are carried on ICBMs (intercontinental ballistic missiles), 50% on SLBMs (nuclear-powered submarines that can fire long-range missiles from underwater), and 25% on bombers. The Soviets have about 7,000 strategic warheads, of which approximately 75% are carried on ICBMs, 20% on SLBMs, and 5% on bombers. Soviet missiles can carry larger warheads with more explosive power, while U.S. missiles are generally more accurate. The U.S. has more bombers, which in turn have greater speed and range than Soviet bombers. U.S. submarines are less noisy than Soviet submarines, so they are more difficult to detect. The United States also has the advantage in anti-submarine warfare, but the Soviets have more air defenses with which to intercept a bomber attack.

Prepared from "Nuclear Weapons and Nuclear War: A Study Guide" by the Union of Concerned Scientists



DAY FOUR:

Dropping the Big One

Objectives

To allow students to express their thoughts and feelings about the possibilities of nuclear war
To understand the effects of a nuclear explosion
To understand and evaluate the concept of a "limited nuclear war"

Materials

Photocopies of student worksheets
Photocopies of a map of your geographic area
Compasses for mapping

Activities

A. Ask students to hand in their homework assignments. Then ask for volunteers to explain about the Manhattan Project. Ask them how they acquired their information. If students were not able to find out much about the Project, explain to them what it was, how it was started and what the goals were (see Teacher Resource Sheet 4a).

The following activities are potentially upsetting. Be sure to allow students to express their reactions and feelings about the activity at its end.

B. Pass out the set of pictures (4b) and the statements of Hiroshima victims (4c). Read the summary of the dropping of the bomb on Hiroshima (Teacher Resource Sheet 4d) aloud. Ask students to look at the set of pictures. They depict Hiroshima after the dropping of the bomb. Then ask for volunteers to read the Hiroshima statements aloud to the class.

Write the word "REACTIONS" on the board. Ask students to say the first thing that comes to mind from looking at the pictures and reading the statements. They can be feelings, thoughts or images. Write everything that is said on the board. Discuss.

- Read the list of reactions. Can anyone summarize the general reaction in a couple of sentences?
- What do you think it must have felt like to be a survivor of the bomb and not know what had happened to you?
- If you were a Hiroshima victim how do you think you would look back on the bombing and feel about the present world nuclear arms build-up?

C. Write on the board "CHANGE—QUANTITATIVE OR QUALITATIVE?" Ask students if anyone can define the difference between these two kinds of change. If students cannot, explain to them that when something changes quantitatively, it means that the number or amount of it changes. A qualitative change means something's actual nature changes rather than just its size. You may want to give as an example someone who has one glass of beer a night and increases to two or three. That is quantitative change. If the person becomes an alcoholic, he or she has changed qualitatively.

Tell students that the bomb dropped on Hiroshima was the equivalent of approximately 13,000 tons of TNT. The largest non-nuclear (non-atomic) bomb was equivalent to about 1,000 tons of TNT.

- Was there a quantitative change between the non-nuclear and nuclear bombs?
- Was there a qualitative change between the two bombs?

- In the past, when in conflict, countries could escalate to the highest point and still resolve the conflict with each country intact. Do you think this is still possible today?
- Explain to students that each MX missile that the United States is currently building is the equivalent of roughly 250 Hiroshima bombs put together. Do you think there is a quantitative or qualitative difference between these two bombs?
- Do you think the stakes in world conflicts have changed since the dropping of the Hiroshima bomb and the development of today's nuclear weapons? If not, why? If so, how has it changed?

D. Tell students that they are going to do an exercise that will show the effects of a nuclear explosion on their particular geographic area. You will need to find a map of your geographic area encompassing 10 to 50 square miles. You should then photocopy enough for the students. As an example of a map, refer to 4e. In case you cannot find a map of your area, you could use this map of Boston to complete the exercise. Pass out the maps and the fact sheets of the effects of a nuclear explosion within various geographical circumferences (4f). Students will need compasses (if you don't have them, they can most likely be borrowed from a math teacher). Tell students to map out the effects within different circumferences of a nuclear explosion.

Review what students came up with. If you have a large map of your region, it would be helpful to pin this up on the wall and transfer their results to the map. Discuss:

- What would be the effects to our region if a nuclear bomb was dropped?
- Do you think you would be safe within a shelter?
- Do you think you would have a chance to escape?
- How does this make you feel?
- Most current civil defense plans call for communities in urban areas to set up relations with communities in rural areas in order to move there in the event of a nuclear explosion. Do you think this plan is realistic? Why or why not?

E. Split students up into groups of six to eight. Pass out Worksheet 4g on the possibilities of a limited nuclear war. Tell students that many people have said there could be a limited nuclear war with only strategic targets bombed. Tell them to read the sheet about the pros and cons of such a war. Then, ask the groups to decide whether a limited nuclear war is possible. If they decide it is not possible, ask them to detail why not. If the group feels it is possible, ask them to develop a world scenario of a limited nuclear war.

Once students have completed their task, bring the groups back together. Have each group present its results. Discuss:

- Is there a consensus about the possibilities of a limited nuclear war? If so, what is it?
- Why do you think government officials talk about the possibilities of such a war?
- What are the pros and cons of such a war?

F. Tell students that they have completed a number of activities that produce a lot of reactions and range of feelings. Tell them that you are going to say a phrase and you want each person to complete the sentence with whatever comes first to mind. The phrase is "Today's activities made me feel . . ." Say the phrase and quickly go around the room.

G. Homework: Students are given two assignments.

Students should write in their journals on the following topics: Describe the feelings that learning about the effects of a nuclear explosion produced. If you had the power to do so, what would you do about the present nuclear build-up?

Pass out the chart of significant dates in the arms race between the United States and the

Soviet Union and the accompanying question sheet 4(i). Tell students to make a timeline from the chart and answer the questions.

(Note: You should make up a large timeline on posterboard for everyone to discuss the next day.)

Notes:

4a Teacher Resource Sheet

THE MANHATTAN PROJECT

The Beginning of the Bomb

Radioactivity was discovered by Henri Becquerel in France in 1869. He found that uranium ores emit a form of radiation that could penetrate several layers of opaque paper and fog a photographic emulsion. Scientists soon realized energy locked up in the nuclei of atoms exceeded by a million times those released in ordinary chemical processes.

For the next forty years, scientists in many countries tried to figure out how to control the release of this massive energy source. Finally, after important contributions from Frederic Joliot-Curie of France, James Chadwick of England and Enrico Fermi of Italy, two German scientists, Otto Hahn and Fritz Strassman, discovered the process of uranium fission in December of 1938. When a single neutron strikes a uranium nucleus, an enormous amount of energy is released, along with new neutrons that can result in an explosive chain reaction. Nuclear physicists all over the world quickly realized that this discovery could make it possible to influence the rate of release of nuclear energy, producing either enormous explosions or electric power.

But in September of 1939, the Nazi armies began to roll and the world was plunged into world war. Nuclear research programs in most European countries were discontinued or transferred to Canada and eventually to the United States. Still isolated by the Atlantic from the war and with its scientific capacity greatly increased by the influx of refugees, the United States had opportunity to explore these new discoveries and produce practical results. On December 6, 1941, the day before the attack on Pearl Harbor, President Roosevelt's chief scientific aide signed a report declaring the atomic bomb to be feasible and recommending a crash program for its development. Detailed plans were worked out for organizing the work on the bomb and in the latter half of 1942, the Manhattan Project was formally instituted.

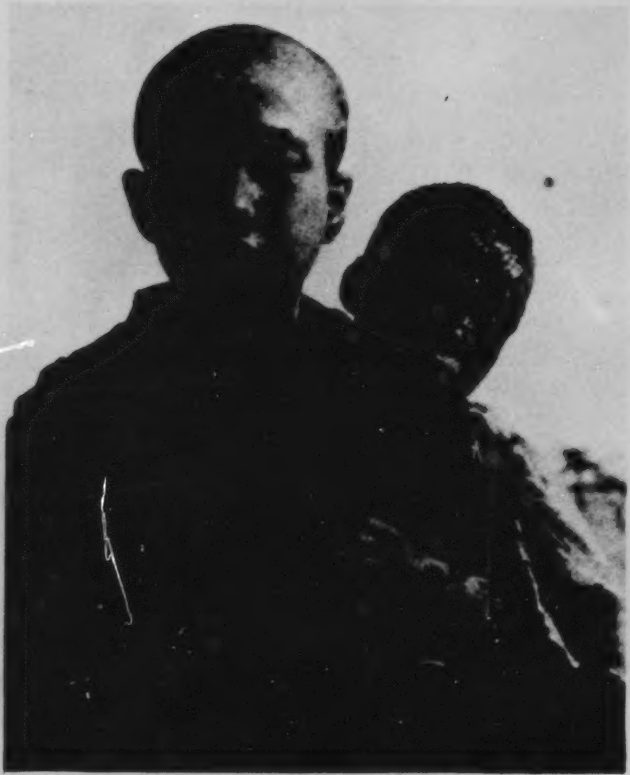
The main research center for the Manhattan Project was established in 1943 at Los Alamos, New Mexico. The director was J. Robert Oppenheimer, previously a professor at University of California—Berkeley. The scientific teams that came to work at Los Alamos were unlike any before, in talent and numbers. American nuclear physicists and their most promising students came. A small group of European refugee scientists came. And a special team from Britain came to participate in the project. Some scientists came because they wanted the Allies to develop the bomb before Hitler's forces did. Others wanted to see an end to the war. And others wanted to be a part of scientific history in the making. At its peak, the project (in terms of percent of gross national product) exceeded the amount spent on the Apollo Lunar flight program of the 1960s.

The team had no computers then to predict how big the explosion would be. So the Manhattan Project scientists, who had spent nearly three years in the New Mexico desert fitting together the first atomic weapon, scribbled their best guesses and tossed them into a betting pool on the eve of the test. Some thought the blast would equal a kiloton of TNT. But the test surprised everyone. The first blast equaled approximately 20 kilotons of TNT.

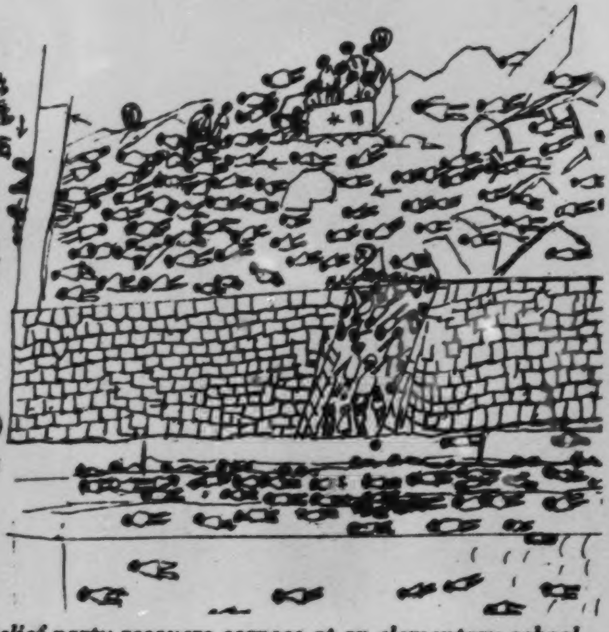
As Oppenheimer watched the first crude test in awe, he murmured, "I am become death, destroyer of worlds," quoting the Hindu Bhagavadgita. George Kistiakowsky, head of the explosive division, told a reporter "What the last human being on earth will see is what we have seen this morning."

Excerpted from *The Advisors: Oppenheimer, Teller & the Superbomb,* by Herbert Yale

Bodies lie in the ruins of Nagasaki, 500 meters from the hypocenter, August 10, 1945.



Boy carries his younger brother, Nagasaki.



Relief party recovers corpses at an elementary school, Hiroshima.

From *Hiroshima-Nagasaki: A Pictorial Record of Atomic Destruction*, by the Hiroshima-Nagasaki Publishing Committee, Tokyo, Japan, 1978.,

VOICES OF HIROSHIMA VICTIMS

"How many seconds or minutes had passed I could not tell, but, regaining consciousness, I found myself lying on the ground covered with pieces of wood. When I stood up in a frantic effort to look around, there was darkness. Terribly frightened, I thought I was alone in a world of death, and groped for any light. My fear was so great I did not think anyone would truly understand. When I came to my senses, I found my clothes in shreds, and I was without my wooden sandals."

"A mother, driven half-mad while looking for her child, was calling his name. At last she found him. His head looked like a boiled octopus. His eyes were half-closed, and his mouth was white, swollen, and pursed."

"A woman who looked like an expectant mother was dead. At her side, a girl of about three years of age brought some water in an empty can she had found. She was trying to let her mother drink from it."

"While taking my severely wounded wife out to the riverbank by the side of the hill of Nakahiro-machi, I was horrified, indeed, at the sight of a stark naked man standing in the rain with his eyeball in his palm. He looked to be in great pain, but there was nothing I could do for him."

"I just could not understand why our surroundings had changed so greatly in one instant . . . I thought it might have been something which had nothing to do with the war—the collapse of the earth, which it was said would take place at the end of the world, and which I had read about as a child."

"The street was cluttered with parts of houses that had slid into it, and with fallen telephone poles and wires. From every second or third house came the voices of people buried and abandoned, who invariably screamed, with formal politeness, 'Tasukete kure! Help, if you please!' The priests recognized several ruins from which these cries came as the homes of friends, but because of the fire it was too late to help."

"They held their arms bent (forward) . . . and their skin—not only on their hands but on their faces and bodies, too—hung down . . . If there had been only one or two such people . . . perhaps I would not have had such a strong impression. But wherever I walked, I met these people . . . Many of them died along the road. I can still picture them in my mind—like walking ghosts. They didn't look like people of this world."

"My face was so distorted and changed that people couldn't tell who I was. After a while I could call others' names but they couldn't recognize me. Suddenly, I wondered what had happened to my mother and sister. My mother was then forty-five, and my sister five years old. When the darkness began to fade, I found that there was nothing around me. My house, the next door neighbor's house, and the next had all vanished. I was standing amid the ruins of my house. No one was around. It was quiet, very quiet—an eerie moment."

From *Unforgettable Fire*, by the Japanese Broadcasting Corp.

Teacher Resource Sheet 4d

WHAT HAPPENED AT HIROSHIMA

"On the morning of Aug. 6, 1945, and again on the morning of Aug. 9—atomic bombs were exploded a few hundred yards above the cities of Hiroshima and Nagasaki (in Japan). . . . These were the world's first experiences with large single doses of radiation.

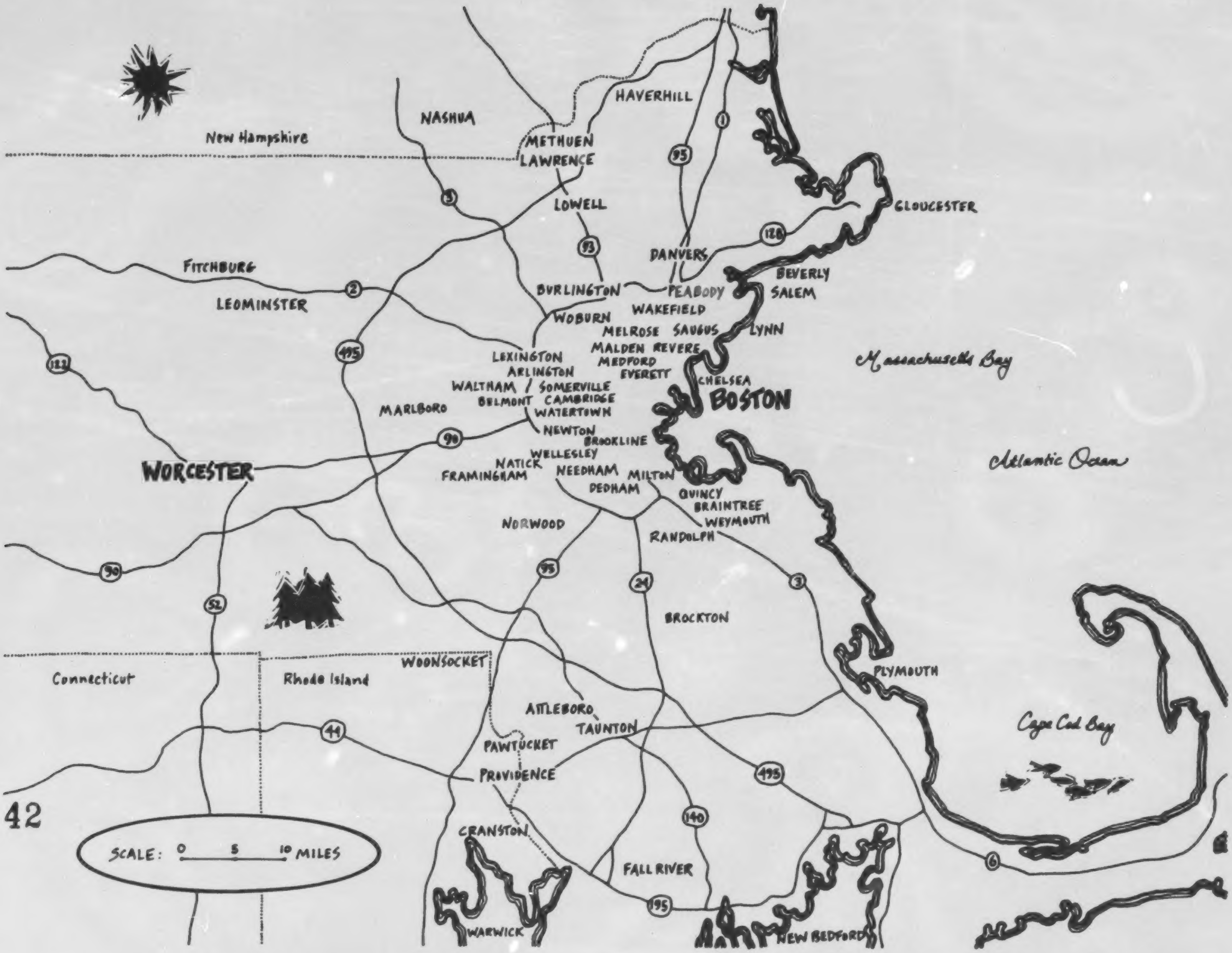
"These, we learn, are the facts of the matter: A single B-29 . . . passes over the center of town at an elevation of 25,000 feet. A few seconds later the whole area is lit up with a bluish-white glare, which is quickly transformed into a huge fireball and a thick column of smoke beginning its climb into the sky. Heat rays from the initial flash blister roof tiles for a distance of several hundred yards, char telephone poles more than a mile away and burn exposed human flesh as far away as two and a half miles. The heat rays are followed in an instant by a seemingly soundless blast wave that smashes everything standing for a considerable distance and fills the air with bits of debris. And then . . . a . . . whirlwind of fire, bursts into motion and rages out of control for the rest of the morning and afternoon. In the meantime, minute particles of carbon as well as fission fragments and other debris are sucked up into the colder air overhead, where they condense and return in the form of an oily black rain, slick and full of radioactive fallout.

"As many as 140,000 people in Hiroshima and 70,000 in Nagasaki died on the day of the attack or in the weeks immediately following, and the death toll rose by another 130,000 or so before five years had elapsed. Hundreds of thousands of others, of course, were severely hurt, some of them never to recover, and to this day people die from injuries or illnesses that can reasonably be traced to the effects of the bombs."

From the article "A Final Accounting of The Death and Destruction," by Kai Erikson, *New York Times*, 1981. Reprinted by permission.

Photo: Ellen Shub

Japanese delegation of Hiroshima survivors holding banner proclaiming Reverse the Arms Race at June 12, 1982 New York City Rally for peace and disarmament.


New Hampshire
NASHUA
HAVERHILL
METHUEN
LAWRENCE
LOWELL
GLOUCESTER
DANVERS
BEVERLY
SALEM
FITCHBURG
LEOMINSTER
BURLINGTON
PEABODY
WOBURN
WAKEFIELD
MELROSE
SAUGUS
LYNN
MALDEN
REVERE
MEDFORD
EVERETT
LEXINGTON
ARLINGTON
CHELSEA
WALTHAM
SOMERVILLE
BELMONT
CAMBRIDGE
WATERTOWN
BOSTON
Massachusetts Bay
MARLBORO
NEWTON
BROOKLINE
WELLESLEY
NATICK
FRAMINGHAM
NEEDHAM
MILTON
WORCESTER
DEDHAM
QUINCY
BRAINTREE
WEYMOUTH
Atlantic Ocean
NORWOOD
RANDOLPH
BROCKTON
Connecticut
Rhode Island
WOONSOCKET
PLYMOUTH
ATTLEBORO
TAUNTON
Cape Cod Bay
PAWTUCKET
PROVIDENCE
CRANSTON
FALL RIVER
WARWICK
NEW BEDFORD
1
95
3
93
128
2
495
122
90
24
52
44
140
195
6
SCALE: 0 5 10 MILES

4f

THE EFFECTS OF A ONE-MEGATON BOMB

Most of the nuclear bombs that the Soviet Union and United States have are from one-megaton to 20-megaton capacity. A one-megaton bomb is approximately 100 times the force of the atom bombs dropped on Hiroshima and Nagasaki by the United States during World War II. And many of each country's nuclear missiles contain multiple warheads, meaning that one missile contains 2 to 25 one-megaton bombs.

What do you think would happen if just one one-megaton bomb dropped on your city or town? (Actually, in a limited nuclear attack, a multiple warhead missile would be used.) Use the figures below (and a compass) to chart on your maps the effects of a one-megaton bomb to the region surrounding your city or town. Draw each circumference area and label it.

0-2 miles	Total destruction Winds 400 miles per hour 99% dead A crater ¼ mile in diameter and 20 stories deep
2-3 miles	50% dead from the explosion 25% dead later from injuries and burns 20% injured or victims of 2nd- and 3rd-degree burns Most buildings flattened Winds 180 miles per hour
3-5 miles	50% killed or injured Winds 150 miles per hour Most buildings flattened
5-10 miles	25% dead from injuries or burns Winds 100 miles per hour Most buildings damaged Anyone in the open would receive at least 2nd-degree burns
1-10 miles	If started, firestorms could kill thousands more either directly or by consuming all oxygen so people suffocate Lethal radiation is spread throughout the area (lethal radiation is defined as radiation levels capable of killing half of all young, able-bodied adults, those best able to withstand doses of radiation)
10-100 miles	Under average weather conditions, this entire area would be lethally contaminated

Statistics compiled from the Office of Technology Assessment

4g

CAN WE SURVIVE A LIMITED NUCLEAR ATTACK?

Two Sides to the Same Story

Read the following comments on the possibilities of surviving a limited nuclear attack by a foreign country. Decide which one you agree with. Be prepared to state your reasoning.

"T.K. Jones, deputy undersecretary of defense for strategic and nuclear forces, said that with proper civil defense, it would take only two to four years for the United States to fully recover from an all-out nuclear war with the Soviet Union. The Federal Emergency Management Agency, which is in charge of the U.S. civil defense program, . . . has argued that Americans would not be helpless . . . . They could meet and overcome all the challenges of the post-attack environment by taking such protective measures as evacuation of urban populations, survival training and the construction of simple fallout shelters.

"William Chipman, chief of FEMA's civil defense division, concedes that there would be a succession of problems, a succession of hurdles to be surmounted. The emergency management agency has conceded in one pamphlet that a large-scale nuclear attack on the United States would cause great numbers of casualties, and there would be fewer doctors, nurses and hospitals available to care for them. But the answer, the agency said, is that people would have to help each other during the emergency, by depending upon their own knowledge of first aid . . . . A pamphlet supplied by Chipman assures readers that the specter of pestilence and disease stalking the land in the aftermath of nuclear war is probably just that—a specter, not a realistic probability. It need not, and probably would not, occur. The agency's position is that the major scourge diseases have been eradicated and cannot return. Because knowledge of sanitation and vaccines is widespread, the agency assumed that the survivors would be able to employ this to good advantage.

"Asked if he thought that democracy and other American institutions would survive, Chipman replied, 'I think they would eventually, yeah. As I say, ants will eventually build another anthill.'"

From the *Boston Globe*, "N-War the End? 'No,' Say US Officials," Monday, January 18, 1982

"Dr. Howard Hiatt, dean of the Harvard School of Public Health, told a Senate committee last year, 'Recent talk by public figures about winning or even surviving a nuclear war must reflect a widespread failure to appreciate a medical reality. Any nuclear war would inevitably cause death, disease and suffering of epidemic proportions, and effective medical intervention on any realistic scale would be impossible.' Hiatt . . . noted in his Senate testimony that, after the August 6, 1945, bombing of Hiroshima, most of the doctors in the city were killed or seriously wounded. Only six doctors were available to treat the 10,000 wounded who made their way to Hiroshima's . . . Red Cross hospital . . . . Furthermore, he said, the size of the bombs dropped [today] would be several hundred times larger.

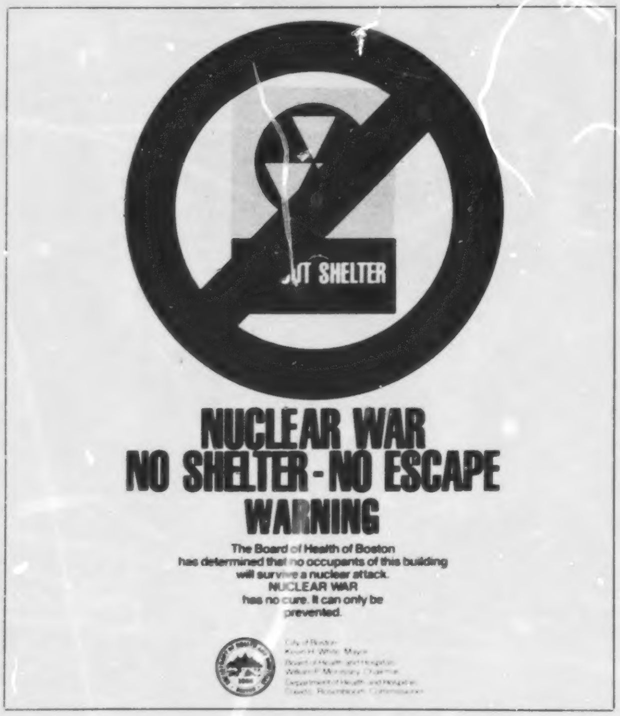
"Hiatt cited an Arms Control and Disarmament Agency study that postulated a one-megaton attack on the city of Washington. The result would be that of the area's 2.5 million inhabitants, more than 600,000 would be killed and 800,000 injured. And because medical facilities and supplies are concentrated in the urban area, the surviving population would not be treated.

"Hiatt added, 'No amount of preparation could provide the human and physical resources required for the care of even a few such [burn] patients hospitalized simultaneously in any city of the nation. Yet one must assume that at least tens of thousands of such casualties would result in every metropolitan center hit by a nuclear weapon.'

"Dr. Herbert L. Abrams of the Harvard Medical School suggested that insects, many of which have an unexplained immunity to radiation, would thrive on the unburied corpses, infesting surviving animals, and eventually man.

"He predicted the resurgence of diseases such as the plague, cholera, smallpox, and typhoid, not to mention a huge increase in influenza, pneumonia, meningitis and hepatitis."

From the *Boston Globe*, "N-War the End? 'No,' Say US Officials," Monday, January 18, 1982


OUT SHELTER
NUCLEAR WAR
NO SHELTER - NO ESCAPE
WARNING
The Board of Health of Boston
has determined that no occupants of this building
will survive a nuclear attack.
NUCLEAR WAR
has no cure. It can only be
prevented.

First-of-its-kind in the nation, a sign proposed by the Boston Board of Health in October 1982, to be placed in a conspicuous location on all non-residential buildings and next to any existing fallout shelters.

THE ARMS RACE: ACTION AND REACTION

	U.S.	U.S.S.R.
First atomic bomb exploded	1945	1949
First atomic bomb used on people	1945	—
First intercontinental bomber developed	1948	1955
First H-Bomb exploded (1,000 times the force of bomb used on Hiroshima)	1954	1955
First intercontinental ballistic missile (ICBM) developed	1958	1957
First man-made satellite in orbit	1958	1957
First submarine-launched ballistic missile (SLBM) launched	1960	1968
First multiple warhead (MRV) developed	1966	1968
First anti-ballistic missile deployed	1972	1968
First multiple independently targeted warhead (MIRV) developed	1970	1975
First long-range cruise missile developed	1982	—
First neutron bomb developed	1983	—

Some Definitions

A-Bomb: a bomb with the force of 12,500 tons of TNT

Intercontinental Bomber: jet bomber designed for long-range travel

H-Bomb: a bomb with the force of 12,500,000 tons of TNT

ICBM: a land-based missile that carries nuclear warheads between continents with a range of 6,000 miles

SLBM: a nuclear-powered submarine that can fire long-range missiles from underwater

MRV: multiheaded missiles that could hit an increased number of targets

ABM: missiles designed to intercept and destroy attacking enemy missiles

MIRV: further development of MRV; can hit targets up to 100 miles apart

Cruise Missile: a small, highly accurate, low-trajectory missile that can fly under radar and can be launched from land, sea, or air

Neutron Bomb: bomb that releases tremendous amounts of radiation and relatively small amount of heat and blast

INTERPRETING THE TIMELINE OF THE ARMS RACE

Use Worksheet 4g to construct a timeline showing the development of nuclear weapons in both the United States and the Soviet Union. Then, use it to answer the following questions.

1. What method of resolving conflicts has both countries chosen since 1945?

2. How has the United States contributed to the arms race?

3. How has the Soviet Union contributed to the arms race?

4. As technology has advanced over the years, what has been the goal of each country in developing new weapons?

5. What consequences do these new weapons create?

6. The United States is the only country in the world ever to use nuclear bombs. How would that influence United States foreign policies?

7. How would that influence Soviet Union foreign policies?

8. The United States currently has about 9,000 nuclear warheads aimed at the Soviet Union. The Soviet Union has approximately 7,000 nuclear warheads aimed at us. Has increasing the number of nuclear warheads made us more secure? Why or why not?

DAY FIVE:

Them or Us—The "Soviet Threat"

Objectives

To discuss the concept of the "Soviet threat" and debate its validity
To understand better the polarity of feelings that exist between Soviet and U.S. citizens

Materials

Photocopies of student worksheets
Large pieces of newsprint

Activities

A. Ask students to take out the timelines and question sheets they completed the night before for homework. Put up your larger timeline so that everyone can see it. Go through the question sheet (4i). Discuss. Review and evaluate the timeline.

- What have been the conflicts between the United States and the Soviet Union on this timeline?
- What methods of resolving conflicts have the United States and the Soviet Union chosen so far?

Tell students to turn their timelines over. On the other side, have them draw a line from one end of the page to the other. Label one end 1983 and the other 2000. Tell them to think for a minute and then write on the timeline further developments that may happen between the United States and the Soviet Union regarding the arms race. Give them about five minutes to complete the task. Then, ask for volunteers to share and explain these timelines. Discuss:

- What kinds of futures did people envision?
- What kind of world do those visions create?
- If you could have power over the development of the arms race, what would you decide to do in future years? Does this differ from what you think will happen? If so, how and why?
- What would need to happen in order for the present course of escalation to change?

B. Print the following five statements on separate sheets of paper and put them up around the room:

- The Russians are out to conquer the world.
- The Russians want peace as much as we do.
- The Russians are mainly interested in protecting their own borders and national security.
- We should destroy the Soviets rather than allow communism to exist.
- Russia and America should divide up the world and each stay in its own territory.

Tell students to stand next to the statement that they most agree with. Give the groups five to ten minutes to discuss why they chose their position and pick a spokesperson. The five should present their groups' perspective to the class. Then, allow students to ask questions of any group and to respond to each other's positions. When discussion has ended, ask students if they have changed their minds, based upon the discussion. If so, they should change groups, so people can see.

C. Hand out to students the three different viewpoints on U.S. policy toward the Soviet Union (5a). Read the statements aloud. Then, using the discussion sheet (5b), make sure students understand each viewpoint and the terminology. When finished, take a tally to see which viewpoint is most popular.

D. Write up on the board "U.S. FEARS." Ask students, "Why is the United States so afraid of the Soviet Union?", and write their answers on the board. Do the same on the other half for "SOVIET FEARS." Discuss.

- Compare the two lists. Are any the same? Why or why not?
- Are any fears different? Why or why not?
- What causes these fears?
- How do our fears and attitudes affect U.S. foreign policy toward the Soviet Union?
- What might happen to the foreign policies of the United States and the Soviet Union if citizens of both countries knew more about the other country. Why?

E. Write on one side of the board "US" and on the other "THEM." Ask students to list all countries that would go under the first heading. List them on the board. Do the same for the second heading. Discuss:

- What are the consequences if we look at ourselves as US and the Soviets as THEM?
- What are the consequences if the Soviets look at themselves as US and the United States as THEM?
- In either case, is it possible to understand what each country is really like?

F. Have students write a letter to the Soviet government about how they feel about the threat of nuclear war and the arms race. Tell them to address the letter, "Dear Soviet official." These letters will be sent to the Soviet government later through a massive letter-writing project called "Facing History and Ourselves," located at 25 Kennard Rd., Brookline, MA 02146.

(Note: You should prepare cards for Day Six, using elements of national security (6c). Make 15 cards, with one element written on each, for every four students.)

Notes:

5a

THREE DIFFERENT VIEWPOINTS

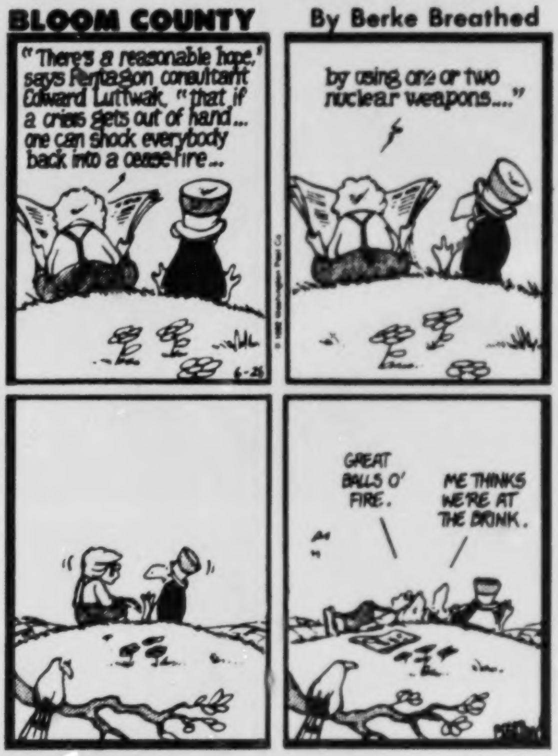
Henry Wallace, Secretary of Commerce under President Truman

"Let's face it. We Americans do not like what the Soviet government does. It does not value civil liberties the way we do; it expropriates private property; it is ruled by that madman Stalin. But all that doesn't mean that we should become involved in a war with Russia over what she does at home. In fact, the most important part of our policy toward her is to recognize why she does what she does.

"Would we want an unfriendly government in Mexico or Canada? Never. Would we allow an enemy to station troops on our borders? Of course not. We expect to protect our borders with a *sphere of influence,* a kind of buffer zone of friendly countries surrounding us so that we will be safe from attack.

"The U.S.S.R. is no different. In fact, for them, sphere of interest is absolutely critical. They have been attacked from the western borders many times in their history, three times in this century alone, and one of those times the attackers included Americans. No wonder they want to insure pro-Soviet governments on their borders.

"The Russians lost more life in World War II than any other group. They have reason to want peace. We must want peace, too, and be willing to go half way. Getting tough, talking tough, acting tough—they won't help. The more we push, the harder they will push back. We must recognize the Soviet point of view and try to cooperate."


BLOOM COUNTY
By Berke Breathed
"There's a reasonable hope," says Pentagon consultant Edward Luttwak, "that if a crisis gets out of hand... one can shock everybody back into a cease-fire...
6-25
by using one or two nuclear weapons..."
GREAT BALLS O' FIRE.
ME THINKS WE'RE AT THE BRINK.

George Kennan, Top U.S. State Department Expert on Soviet Union

"It is clear that the U.S. must continue to regard the Soviet Union as a rival, not a partner, in the political arena. It must continue to expect that Soviet policies will reflect no abstract love of peace and stability, no real faith in the possibility of a permanent happy coexistence of the socialist and capitalist worlds, but rather a cautious, persistent pressure toward the disruption and weakening of all rival influences.

"In these circumstances it is clear that the main element of any U.S. policy toward the Soviet Union must be that of a long-term, patient but firm and vigilant *containment* of Russian expansive tendencies. Soviet pressure against the free institutions of the Western world is something that can be contained by the application of counterforce at a series of constantly shifting geographical and political points, corresponding to the shifts and maneuvers of Soviet policy."

John Foster Dulles, Secretary of State under President Dwight Eisenhower

"The Soviet Communists, ungodly and atheistic, seek through many kinds of maneuvers, gradually to divide and weaken the free nations in efforts which as Lenin (the founder of the Soviet Union) put it, are beyond their strength, so they come to practical bankruptcy. 'Then,' said Lenin, 'our victory is assured.' 'Then,' said Stalin, 'will be the moment for the decisive blow.'

"In the face of this strategy, measures cannot be judged adequately merely because they ward off an immediate danger. There is no local defense which alone will contain the mighty land power of the Communist world. Local defenses must be reinforced by the further development of massive retaliation.

"You have to take chances for peace just as you must take chances in war. The ability to get to the verge without getting into war is the necessary art. If you cannot master it, you inevitably get into war. If you try to run away from it, if you are scared to go to the *brink*, you are lost."

From "The Cold War," an AEP pamphlet.

5b

DISCUSSION GUIDE ON THE "SOVIET THREAT"

Following are definitions and discussion questions for Worksheet 5a quoting viewpoints of present and former U.S. officials on the "Soviet threat."

Definitions

Sphere of influence: a policy of ensuring that there are friendly countries surrounding your country to keep your country safe from attack on your borders

Containment: a policy of restricting the strategic power of a nation. For example, to encircle it with hostile alliances

Brink or Brinksmanship: a policy of seeking advantage by creating the impression that one is willing and able to wage nuclear war before compromising or retreating

Discussion Questions

1. What did Wallace mean when he said, "We expect to protect our borders with a sphere of influence?"
2. Does the United States currently have a sphere of influence? Why or why not?
3. Does the Soviet Union have a sphere of influence? Why or why not?
4. What did Kennan mean by saying that the United States must have a policy of containment toward the Soviet Union?
5. What is the best way of containing another country's expansion?
6. Has the United States ever tried this approach in its foreign policy with the Soviet Union? If so, when?
7. Do you think the Soviet Union is trying to assert a policy of containment against the United States? Why or why not?
8. What did Dulles mean by going to the brink? What does brinksmanship mean?
9. Does the threat of massive retaliation work as an effective policy?
10. Of the three foreign policies—sphere of influence, containment, and brinksmanship—which do you think the United States is using? Explain.
11. Which do you think the Soviet Union is using? Explain.
12. If you were the president of the United States today, which foreign policy would you want to use with the Soviet Union?

DAY SIX:

National Security

Objectives

To define national security
To determine what constitutes national security
To evaluate how provisions for national security affect our quality of life

Materials

Photocopies of student worksheets
National Security game card sheet (6b) copied and cut up

Activities

A. Review homework. Students should read their letters aloud and discuss their different opinions and views.

B. Ask students to define "national security." Write their responses on one side of the board. Use the Teacher Resource Sheet 6a to add to their definition. Then, ask students what parts of our society contribute to national security. Write these responses on the other side of the board.

C. Divide the class into groups of four or five students. Give 15 cards to each group. Each card will have written on it one element of national security. (Prepare these cards in advance, using Worksheet 6b.) Allow a few minutes for groups to discuss the value of the elements on the cards. Then, explain that each group will be asked to discard one card at a time, in turn. These cards should represent what they feel is least necessary to ensure national security. Students should not feel they have to create a realistic world. The object of the game is for them to determine which items are most important to ensure national security for a country. Students should be encouraged to discuss with members of their group why they don't want each card. At the end of eight rounds each group chooses a spokesperson to present to the rest of the class its plan of the best national security, using the cards it has left.

D. Processing. Ask students to discuss why they chose different items for national security.

- How did you ensure your physical security?
- How did you ensure your political security?
- How did you ensure your economic security?
- Was it possible to ensure all three forms of security with only seven cards left? If so, how? If not, why not?
- Would you want to live in a country containing only those seven categories? If not, what would you add?

E. Homework: Give students copies of the statement from the U.S. Government on national security (6c). Ask them to write a paragraph explaining whether they agree and why.

Notes:

6a Teacher Resource Sheet

DEFINITION OF NATIONAL SECURITY

This can be divided into three components. The first is physical security—that is, freedom from fear of attack. A nation must find its own protection in its own armed strength or in the armed power of a friendly neighbor.

The second component is economic security. A nation needs raw materials to feed its industries and to satisfy the enormous present-day demand for goods.

The third is political security. This is the freedom to run its own affairs in its own way without foreign control or meddling.

6b

15 ELEMENTS OF NATIONAL SECURITY

Conventional Weapons	Nuclear Weapons	Income Security
Education	Armed Forces	Energy
Health Care and Hospitals	International Affairs and Diplomacy	Agriculture
Transportation	Natural Resources and Environment	Community Development
Business and Housing Development	Science, Space and Technology	Administration of Government and Justice

6c

WHAT IS THE PURPOSE OF NATIONAL SECURITY?

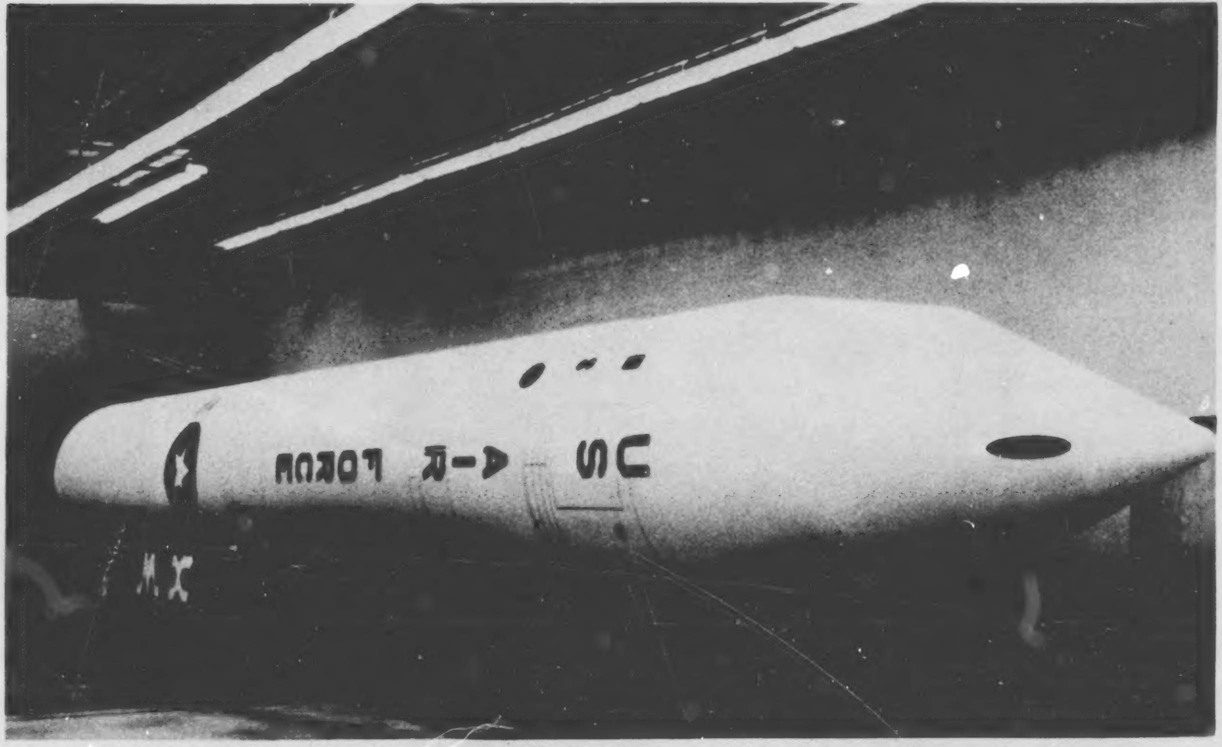
The basic national security objective of the United States defense program is to prevent war—particularly nuclear war. The purpose of United States national security programs is to deter other nations from threatening our vital interests as well as those of our allies and friends. This deterrence must be based on the maintenance of strategic nuclear capabilities, which make nuclear war with us an unacceptable option; maritime superiority; a strong force posture in NATO and Northeast Asia; and the ability to deploy and sustain our forces worldwide.

National Needs Statement

- Protect America's people, its institutions, and its lands from foreign aggression.
- Deter any attack upon, and prevent the coercion of, the United States, its allies, and friends.
- Protect U.S. economic interests and U.S. citizens abroad.
- Maintain access to critical resources.
- Maintain, in conjunction with our allies, the military capabilities required to counter the expansion of Soviet military presence, particularly where such expansion threatens the interests of the United States.

From the U.S. Office of Management and Budget

Union of Concerned Scientists



A model of the MX being developed by the US Air Force, one of the latest nuclear warhead-carrying missiles.

DAY SEVEN:

Splitting Up the Pie—National Security and the Budget

Objectives

To consider the priorities for disbursement of a national budget in order to ensure national security

To consider the values behind the economic decisions being made by our government

Materials

Photocopies of student worksheets

Oaktag sheets or newsprint

Activities

A. Review homework. Read the excerpt on national security from the homework. Ask two or three volunteers from each group to read their responses to it. Collect homework.

B. Group students as they were in Day Six. Hand to each group the list of areas of national security that they used in Day Six (7a). Remind students that these are all areas that could possibly ensure national security. Each group has $100 billion dollars to disburse to all areas of the budget. Their task is to agree on how to disburse all the money so that it best serves the needs of national security and the needs of the people in the United States. Note that some of their allotted money has already been used to pay off interest on the national debt. (Most every country has a national debt, money borrowed from its own treasury or world banks. The money listed on their sheet approximates the percent of the U.S. budget that goes toward the interest on our national debt.) All the money should be disbursed among the remaining thirteen areas of the budget, although money does not have to be given to every area. Once a group is finished, have them construct a bar graph depicting their budget decisions. Refer students to Worksheet 7b for directions to construct the graph. (The graph should be made on oaktag or a large sheet of newsprint so that it can be displayed in front of the class.)

C. When all groups finish their tasks, reassemble the class. Have each group pick a representative to present the group's decisions and explain their graph. Discuss:

- How did each group's budget decisions reflect their opinions on national security?
- How did each group come to their decision?

D. Pass out the sheet containing the figures for the 1982 budget (7c) and its explanation (7d). Also included is a copy of the actual U.S. budget as prepared by the Office of Management and Budget on Teacher Resource Sheet 7e. Have students look at the first sheet and discuss.

- How do these figures compare with the ones each group decided upon?
- What priorities on national security does the 1982 budget express?
- Do you agree with the decisions made on budget disbursement? Why or why not?

Now, have students look at the second sheet. Read through it together and look at the graphs. Discuss.

- How do the figures change when you take into account the fixed part of the budget?
- What priorities do these figures reflect? Do you agree with the choices? Why or why not?
- Why do you think these budget choices were made?
- What do you think are some of the consequences of these budget choices?

E. Homework: Pass out the cartoons sheet (7f) and the accompanying question sheet (7g) for homework. Tell students that their assignment is to look carefully at the cartoons and answer the questions.

Notes:

7a

BUDGETING FOR THE WELFARE AND NATIONAL SECURITY OF OUR CITIZENS

Below are listed 14 categories. These are categories that make up the budget of the United States. The task of your group is to decide how much money to spend on each category while taking into account the welfare of the citizens and the needs for national security. Your group has a total of $100,000,000,000 or $100 billion to spend. Note that category 14 already has a cost assigned to it. This is money owed by the country to pay back money it has borrowed. It is a given amount each year that the president has no control over. So, in reality, you have just $87 billion to work with instead of $100 billion. All the remaining money should be disbursed among the other 13 categories, although money does not have to be given to each and every category. Distribute the money in billions of dollars.

Once you have created your national budget, construct a bar graph showing your decisions. Be ready to present your final budget and graph to the class.

Category	**Amount**
1. National defense	
a. Armed forces	
b. Conventional weapons	
c. Nuclear weapons	
2. International affairs and diplomacy (e.g., World Bank loans, foreign economic and military aid)	
3. Science, space, and technology (e.g., NASA)	
4. Energy (e.g., nuclear, solar, and geothermal research and development)	
5. Natural resources and environment (e.g., care and protection of wildlife and land)	
6. Agriculture (e.g., dairy and grain subsidies)	
7. Business and housing development (e.g., public housing, small business loans, private subsidized housing)	
8. Transportation (e.g., mass transit, roadbuilding)	
9. Community and regional development (e.g., business subsidies, city redevelopment)	
10. Education, job training, and social services	
11. Health care and hospitals	
12. Income security (Social Security, retirement, and unemployment)	
13. Administration of government and justice (e.g., law enforcement, Legal Services)	
14. Interest on the national debt (a fixed cost) (money owed to the Treasury from past borrowings)	$13 billion
Total	$100 billion

AN EXPLANATION OF A BAR GRAPH:

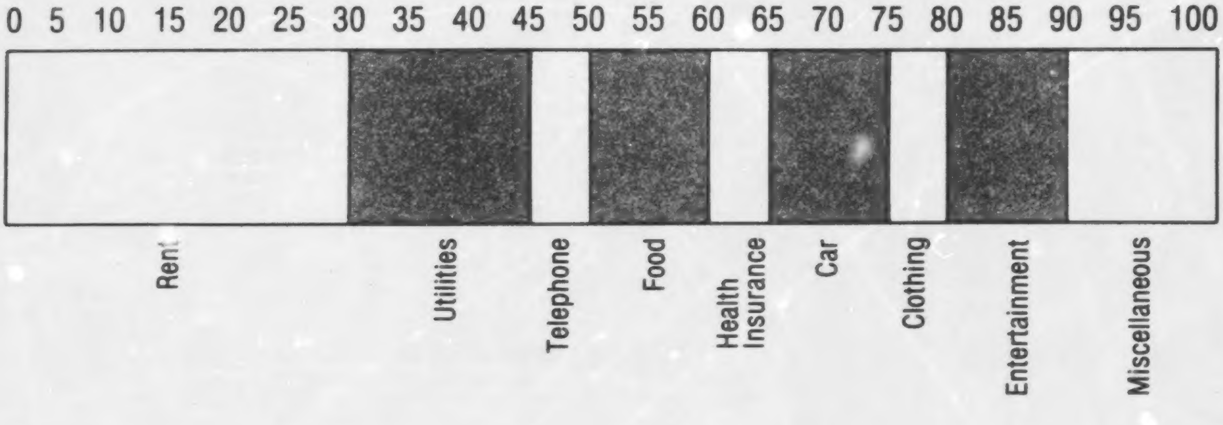
A Sample Monthly Budget for One Person

A bar graph is a way to show relationships between numbers. Below is a sample monthly budget for a single person. The monthly given amount is $1,000. That is broken down into several different categories as shown. Each category's percent of the total is shown.

Given a total of $1,000 to spend per month:

Category	Amount	Percent
Rent	$ 300	30
Utilities	150	15
Telephone	50	5
Food	100	10
Health insurance	50	5
Car (gas, insurance, repairs)	100	10
Clothing	50	5
Entertainment	100	10
Miscellaneous	100	10
Total	$1,000	100

Below is a bar graph illustrating the monthly budget shown above.



7c

THE 1982 BUDGET

The 1982 national budget is shown below in a simplified form.

Read through this budget, its explanation, and the bar graphs that interpret it in two different ways. Compare these figures to the budget your group created. How similar are they? What were the differences?

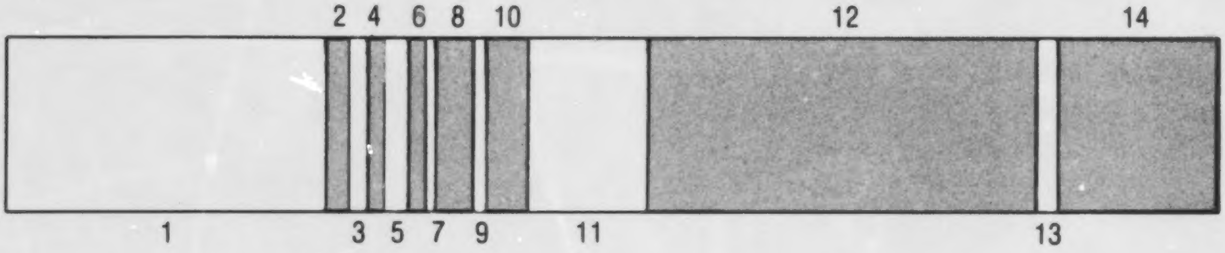
Category	Percent	Amount (in billions)
1. National defense	28.0	$211.7
a. Armed forces	(11.0)	(84.5)
b. Conventional weapons	(14.5)	(108.5)
c. Nuclear weapons	(2.5)	(18.7)
2. International affairs and diplomacy	1.5	11.1
3. Science, space and technology	1.0	6.9
4. Energy	1.0	6.4
5. Natural resources and environment	2.0	12.6
6. Agriculture	1.0	8.6
7. Business and housing development	0.5	3.3
8. Transportation	3.0	21.2
9. Community and regional development	1.0	8.4
10. Education, job training, and social services	3.5	27.8
11. Health care and hospitals	9.5	73.4
*12. Income security—benefits for the needy (Social Security, retirement, & unemployment)	33.0	250.9
13. Administration of government and justice	2.0	16.0
*14. Interest on the national debt (a fixed cost)	13.0	91.1
Total	100.0	749.4

*See the accompanying student worksheet for an explanation of these figures.
Statistics compiled from the U.S. Office of Management and Budget.

EXPLANATION OF THE 1982 BUDGET

Below is a bar graph depicting the 1982 budget. Compare this graph with the one your group made for your national budget.

(The numbers on the bar graphs below correspond to the budget categories listed on Worksheet 7c on the previous page.)



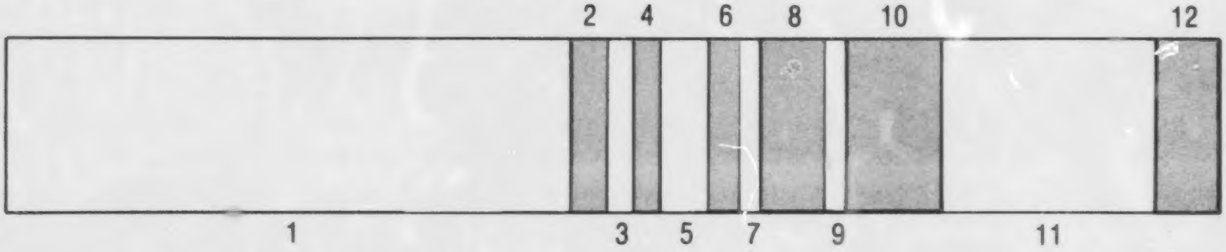
Below is an explanation of the items of the budget marked * on your other page:

No. 12. This program is a *trust fund*, or self-funding program. The funds for this item are collected from payroll deductions, separate from other taxes taken out of paychecks. A company or business pays for unemployment and retirement benefits for its employees, and Social Security is taken out of each worker's check. All of these funds are collected according to the terms of a trust agreement which makes the money unavailable for other government purposes.

No. 14. This category, interest on the national debt, is a *fixed item* in the budget. Each year it is automatically included in the budget, adjusted to inflation; the figures cannot be changed by the president or Congress.

So, in actuality, the amount the government has control over is the total budget ($757.4 billion) minus the interest on the national debt ($499.1 billion) and income security ($250.9 billion). This means that the government has approximately $408.4 billion to designate to program areas.

Below is a bar graph depicting the national budget. It includes only those program areas that President Reagan and the Congress control.
Compare this bar graph with the other two graphs. What are the differences?



7e Teacher Resource Sheet

The 1982 Budget

BUDGET OUTLAYS BY FUNCTION

[In billions of dollars]

	Estimates					
	1982	1983	1984	1985	1986	1987
National defense	(187.5)	(221.1)	(253.0)	(292.1)	(331.7)	(364.2)
Military personnel	38.3	44.5	45.8	47.5	48.8	49.5
Retired pay	15.0	16.5	17.7	18.8	19.9	21.1
Operation and maintenance	60.6	67.3	71.9	79.6	88.5	96.5
Procurement	41.3	55.1	70.0	88.3	106.9	119.4
Other [1]	32.3	37.6	47.5	57.8	67.6	77.7
International affairs	11.1	12.0	12.3	13.0	12.5	11.9
General science, space and technology	6.9	7.6	7.8	7.4	6.9	6.7
Energy	6.4	4.2	3.8	3.8	4.0	4.1
Natural resources and environment	12.6	9.9	8.4	7.7	6.9	6.3
Agriculture	8.6	4.5	5.1	4.6	2.8	2.8
Commerce and housing credit	3.3	1.6	1.3	−.5	−.8	−.7
Transportation [2]	21.2	19.6	18.8	19.4	19.7	19.7
Community and regional development	8.4	7.3	6.7	6.9	6.7	6.7
Education, training employment, and social services	(27.8)	(21.6)	(19.3)	(17.8)	(17.3)	(16.8)
Education	15.4	13.1	10.3	9.3	8.8	8.3
Training, employment and other labor	6.0	3.4	4.0	3.6	3.6	3.6
Social services	6.4	5.1	5.0	5.0	5.0	5.0
Health	(73.4)	(78.1)	(84.9)	(93.5)	(102.4)	(111.9)
Medicare	45.7	51.0	56.3	63.0	69.9	76.9
Medicaid	17.9	17.1	18.7	20.5	22.2	24.4
Other	9.9	10.1	9.9	10.1	10.3	10.6
Income security	(250.9)	(261.7)	(274.8)	(290.1)	(305.7)	(323.1)
Social security	154.6	173.5	188.5	202.3	216.5	232.0
Other general retirement	7.6	2.1	2.1	2.1	2.2	2.1
Federal employee retirement	19.4	21.1	22.5	24.1	25.8	27.6
Unemployment compensation	25.2	22.6	19.8	18.0	16.5	15.5
Housing assistance	8.2	8.9	9.4	9.9	10.4	10.7
Food and nutrition assistance	15.6	13.8	14.0	14.4	14.8	15.2
Other income security	20.2	19.8	18.6	19.3	19.6	19.9
Veterans benefits and services	24.2	24.4	25.6	26.9	27.9	28.7
Administration of justice	4.5	4.6	4.6	4.5	4.5	4.6
General government	5.1	5.0	5.2	4.9	4.8	4.6
General purpose fiscal assistance	6.4	6.7	6.8	7.1	7.3	7.6
Interest	99.1	112.5	116.2	119.7	120.5	116.7
Allowances:						
Civilian agency pay raises	.4	.7	1.8	3.3	5.0	6.7
Contingencies and other	−1.0	−2.0	−2.0	−3.7	−4.5	−5.3
Undistributed offsetting receipts:						
Employer share, employee retirement	−7.6	−8.4	−8.7	−9.1	−9.5	−9.8
Interest received by trust funds	−16.1	−16.1	−17.5	−18.9	−21.3	−23.5
Rents and royalties on the Outer Continental Shelf	−7.9	−18.0	−18.0	−18.0	−19.5	−21.0
Federal surplus property disposition		−1.0	−4.0	−4.0	−4.0	−4.0
Total budget outlays	**725.3**	**757.6**	**805.9**	**868.5**	**927.0**	**978.9**
MEMORANDUM						
Outlays, off-budget Federal entities	19.7	15.7	14.3	11.0	10.9	9.3
Outlays, including off-budget Federal entities	745.0	773.3	820.2	879.4	938.0	988.2

[1] Includes allowances for civilian and military pay raises for Department of Defense—Military

[2] Includes allowances for military pay raises for the Coast Guard

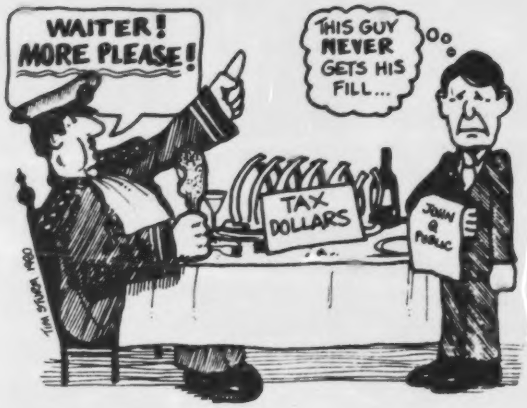
From *Budget of the United State Government, Fiscal Year 1983*, Office of Management and Budget.

INTERPRETING EDITORIAL CARTOONS

Editorial cartoons are one popular way of expressing an opinion. The two cartoons portray different views about an issue. Look at each one carefully and answer the questions.

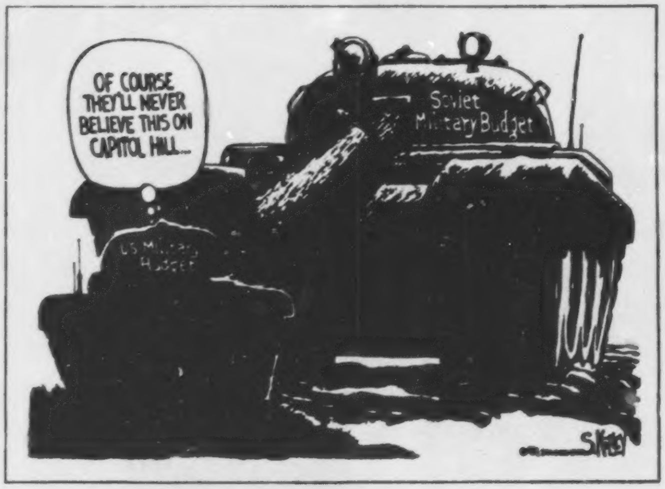
Cartoon A

1. Whom does the man holding the drumstick represent?
2. How is this person portrayed (positively or negatively)?
3. Whom does the waiter represent?
4. What issue does the cartoon address?
5. What is the cartoonist's opinion about this issue?


WAITER! MORE PLEASE!
THIS GUY NEVER GETS HIS FILL...
TAX DOLLARS
JOHN Q PUBLIC
TIM STURM 1980

Cartoon B

1. What does the little tank represent?
2. What does the big tank represent?
3. Why are the tanks drawn in such different sizes?
4. What issue does the cartoon address?
5. What is the cartoonist's opinion about this issue?


OF COURSE THEY'LL NEVER BELIEVE THIS ON CAPITOL HILL...
Soviet Military Budget
US Military Budget

DAY EIGHT:

Military Spending and the Economy

Objectives

To examine the effects of military spending on the economy
To help students clarify their views on spending and national security issues

Materials

Photocopies of student worksheets

Activities

A. Review homework. Read through each question and have students share their answers.

B. Ask students if they think that military spending affects the rest of the economy. Have them explain their answers. Tell them they are going to look more closely at this question.

Hand out the sheet showing the U.S. statistics for unemployment, military spending, and productivity (8a), and the sheet depicting graphs of the same statistics for six different countries, including the United States (8b). (An alternative would be to use the actual statistics sheet (8c) for the U.S. figures instead of the graphs sheet. Then students could construct their own graphs.) Also give out the worksheet that analyzes both sets of data (8d). Have students complete the worksheet using both graph sheets.

C. Then read each question and have students share how they answered. Discuss:

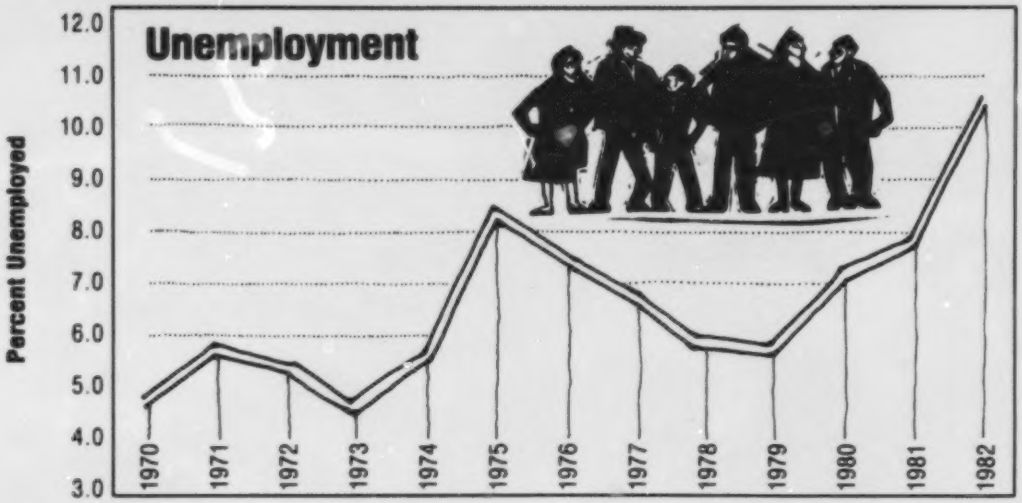
- From looking at these figures, do you see effects of the nuclear arms build-up other than the threat of nuclear war?

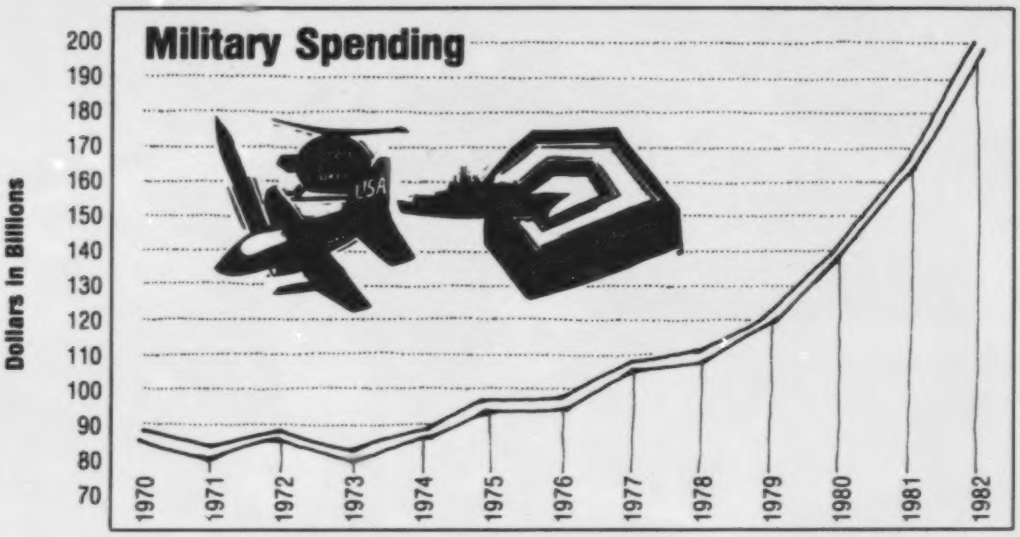
D. Pass out to students the sheet showing two interpretations of the U.S. statistics and budget figures (8e). Have students read them. Then split students into groups according to which statement they agree with. Ask them to prepare to debate the opinions they have just read. Each group is to choose two representatives to the debate. (If one group is more than 10 or 15 students, you may want to split it into two groups and give each group one representative to the debate.) The group should plan a presentation of five minutes or less. The presentation should include reasons they chose the interpretation they did.

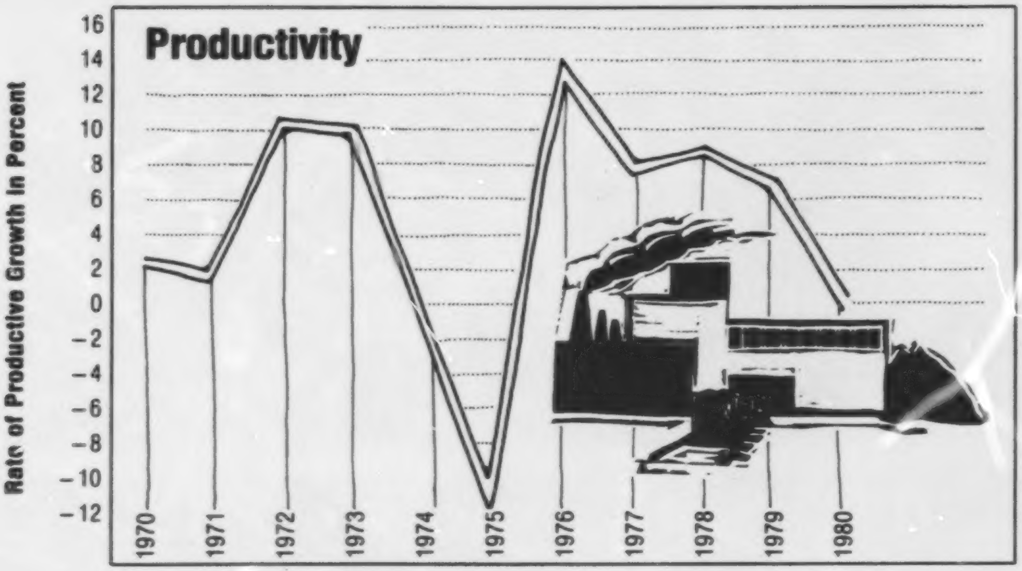
Give each group 10 minutes to prepare for the debate. Tell them that each team of representatives will give its presentation without interruption. Then there will be time (5 to 15 minutes) for questions and responses. Anyone from the class can ask a member of the debate panel questions during this time. Finally, each team's representative will give a one-minute closing argument. Then the class will vote to see how many changed their minds after listening to or participating in the debate.

E. Homework: Pass out three copies of the Community Concerns Questionnaire (8f) to each student. Tell them to interview at least three people and record their responses to the questionnaire for the next day.

Notes:

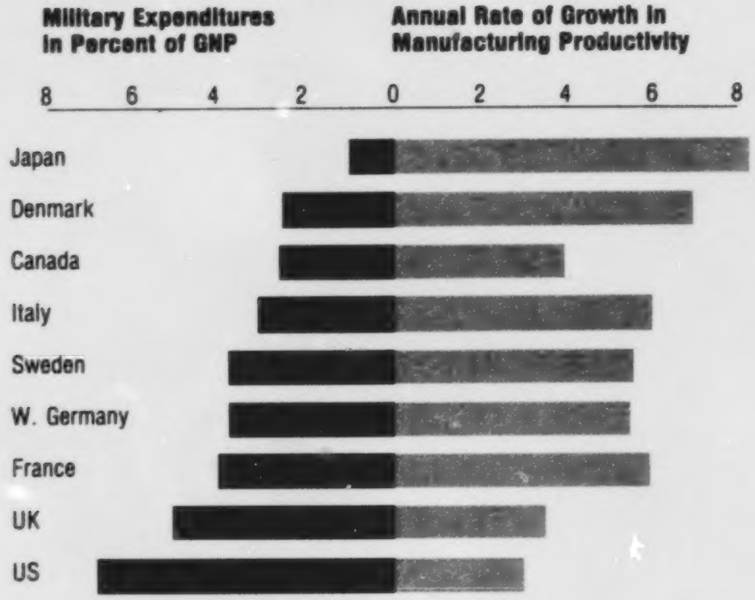

Unemployment
Percent Unemployed
12.0
11.0
10.0
9.0
8.0
7.0
6.0
5.0
4.0
3.0
1970
1971
1972
1973
1974
1975
1976
1977
1978
1979
1980
1981
1982

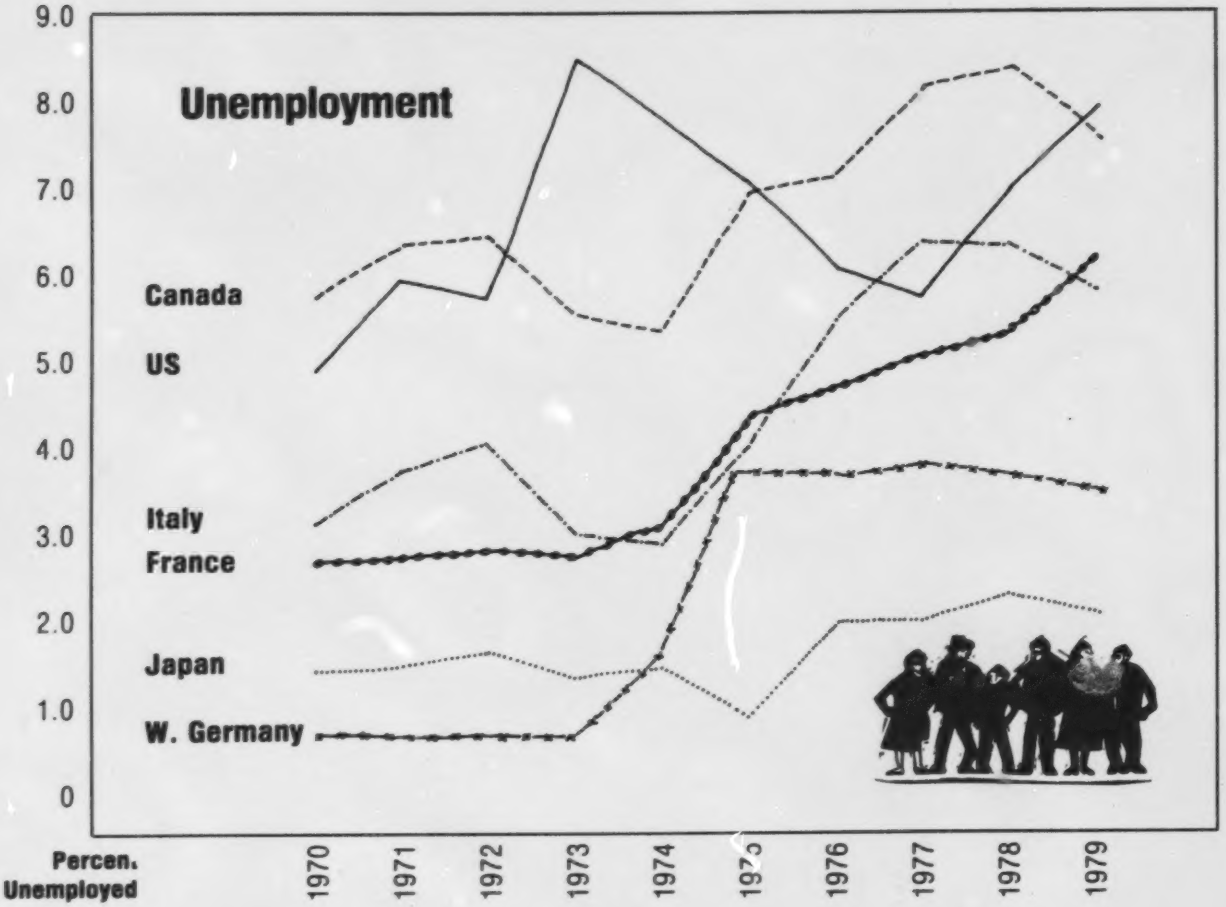

Military Spending
Dollars in Billions
200
190
180
170
160
150
140
130
120
110
100
90
80
70
USA
1970
1971
1972
1973
1974
1975
1976
1977
1978
1979
1980
1981
1982


Productivity
Rate of Productive Growth in Percent
16
14
12
10
8
6
4
2
0
−2
−4
−6
−8
−10
−12
1970
1971
1972
1973
1974
1975
1976
1977
1978
1979
1980

8b

Military Outlays and Productivity 1960-1978





STATISTICS ON UNEMPLOYMENT, MILITARY SPENDING, AND PRODUCTIVITY

United States from 1970-1981

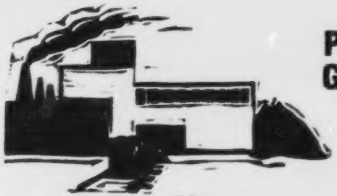
Use the following statistics to make three separate graphs illustrating trends of growth and decline in the three categories from 1970 to 1981.

Unemployment

Year	% Unemployed
1970	4.9
1971	5.9
1972	5.6
1973	4.9
1974	5.6
1975	8.5
1976	7.7
1977	7.0
1978	6.0
1979	5.8
1980	7.1
1981	7.9
1982	10.0

Military Spending

Year	Amount (in billions)
1970	$78.0
1971	76.0
1972	76.5
1973	74.5
1974	78.0
1975	85.5
1976	89.5
1977	97.5
1978	105.0
1979	117.5
1980	136.0
1981	161.0
1982	187.5



Productivity Growth Rate

Year	Rate of (%) Productivity Growth
1970	2.0
1971	1.8
1972	10.1
1973	10.0
1974	-0.4
1975	-11.5
1976	12.7
1977	7.7
1978	7.9
1979	6.6
1980	-0.1

INTERPRETING GRAPHS

Statistical Information on the U.S. and other Industrial Countries

Use this worksheet to analyze the figures on unemployment, rate of productivity growth and military spending for the United States and other industrial countries. Answer the following questions on another sheet of paper.

Look at the sheet depicting graphs of U.S. statistics:

1. What is the trend of U.S. unemployment over the past 12 years?
2. Describe the trend of the U.S. productivity growth rate over the past 12 years.
3. Describe the trend of U.S. military spending over the past 12 years.
4. Do you see any correlations between military spending and the rate of unemployment? If so, what?
5. Do you see any correlations between military spending and the productivity growth rate? If so, what?

Look at the sheet of statistics for the U.S. and other industrial countries. The next set of questions focuses on the bar graph entitled "Military Outlays and Productivity."

6. Which country shows the greatest productivity rate for the years 1960-1978?
7. Which country shows the lowest productivity rate for these years?
8. Which country spends the greatest percentage of its gross national product on the military?
9. Which country spends the lowest percentage on military costs?
10. Do you think there is a correlation between productivity rate and military expenditures? If so, why should there be? If not, why don't you think so?
11. How has Japan benefited from low military expenditures and a high productivity rate? (Hint: Think of the consumer goods currently on the U.S. market today.)
12. How has the United States benefited from high military spending?

The following questions focus on the graph on unemployment statistics for these same countries.

13. Which countries had the lowest rates of unemployment?
14. Which countries had the highest rates of unemployment?

Compare the unemployment rates to the bar graph (above) of military expenditures and rate of productivity growth.

15. Do you see any correlations among the three rates among the six countries? If so, what?

16. Is the importance of building up the amount of weaponry in a country worth risking a lowered productivity rate and increased unemployment rate? Explain.

8e

ANALYZING THE FIGURES—

Two Interpretations

Read the following interpretations of the U.S. figures on unemployment, productivity, and military spending. Decide which interpretation you most agree with. Be prepared to state the reasons for your decision.

1. Defense spending causes low productivity and high unemployment.

True national security lies in a strong and just economy, not in new nuclear weapons. The Reagan Administration is embarked on the largest peacetime military buildup in U.S. history—more than $1.6 trillion over the next five years. At the same time, spending on vital domestic programs is being severely reduced.

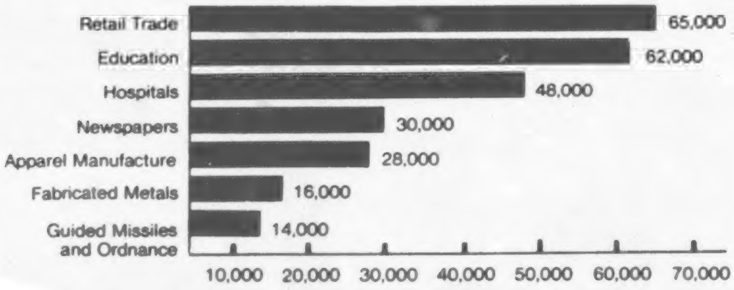
Our nation's industrial base is rapidly eroding. Steel, auto, construction, and other essential industries have been forced to lay off hundreds of thousands of workers. Excessive military spending has contributed to this decline because:

- a dollar spent on the military creates fewer jobs than one spent on civilian activity;
- federal dollars that should be invested in jobs and modern factories are drained off into weapons production;
- huge military budgets contribute to federal deficits and high interest rates.

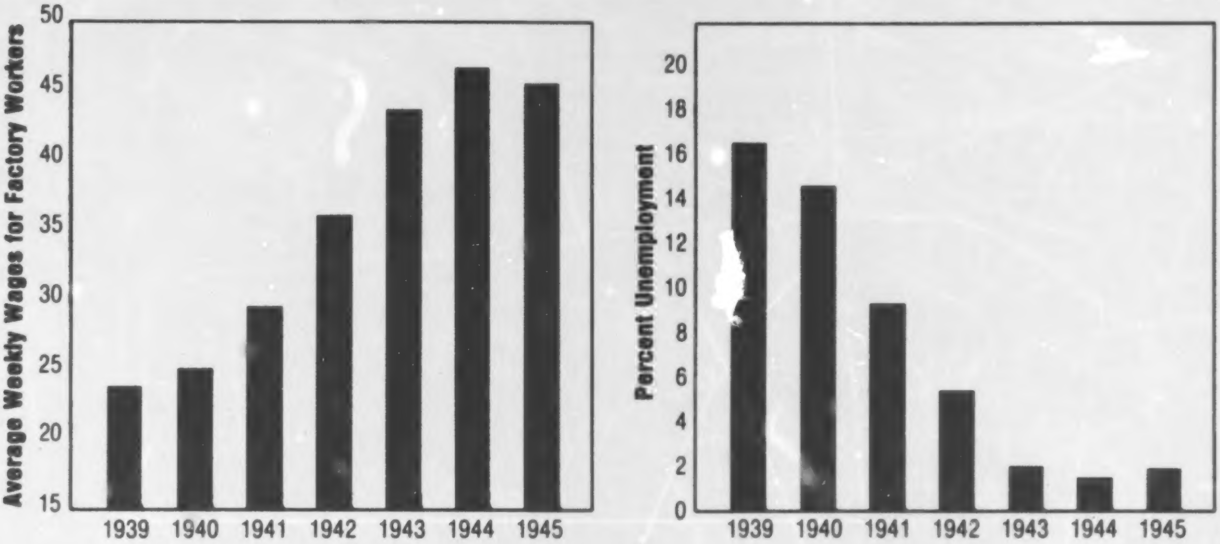
The Reagan Administration argues that vast increases in military spending are needed in order to counter Soviet military superiority. This claim is unjustified. Most military analysts agree that the U.S. and the Soviet Union are roughly equal in nuclear strength.

Instead of being thrown into unneeded weapons systems, the purchasing power of our taxes could build a healthy economy. The tens of billions of dollars could be invested in building homes and transit systems and repairing our roads and bridges. We could have full employment, adequate health care, and high-quality education. We could supply our own energy from renewable resources. Many domestic weapons companies could use the same plants and retrain workers for these productive projects.

Jobs Generated by One Billion Dollars of Expenditure



Economic Conditions 1939-1945



2. Defense spending is necessary for our national security.

The basic national security objective of the United States defense program is to prevent war—particularly nuclear war. This deterrence must be based on the maintenance of strategic nuclear capabilities, which make nuclear war with the U.S. an unacceptable option.

The Soviet military buildup must not be ignored. If the present defense programs are put into effect, it will still take five years before we come close to the Soviet level of weaponry. Unless we demonstrate the will to rebuild our strength and restore the military balance, the Soviets, since they are so far ahead, have little incentive to negotiate with us.

At the same time, military appropriations are the single most important source of investment for corporate America. An increase in the military budget would provide a stimulus to our lagging economy. Orders for new weapons systems create jobs in geographic areas where other industries such as steel, auto, and construction are failing. They offset the massive layoffs currently occurring in this country's industrial regions, and so help to lower the unemployment rates. One has only to look at the unemployment figures from World War II to see that defense spending boosts productivity and lowers unemployment. In the span of just five short years, from 1939 to 1944, unemployment was lowered from 17% to a mere 1%. And construction of weapons systems employs a wide range of workers—from assembly line workers all the way up to top-level scientists.

In this day and age, when the Soviet Union is trying to widen its sphere of influence to our allied countries, we must be able to protect our friends, our vital interests, and ourselves. The sphere of free trade economy and democracy must be kept secure.

COMMUNITY QUESTIONNAIRE:

What Concerns You?

Which of the following do you think are problems in your community and in our country today? Circle #1 if you think it is a major problem, #2 if you think it is a minor problem and #3 if you don't think it is a problem.

	Major Problem	Minor Problem	Not a Problem
1. Quality of education in the public schools	1	2	3
2. Opportunities for higher education for everyone	1	2	3
3. Crime	1	2	3
4. Adequate police protection	1	2	3
5. Adequate fire protection	1	2	3
6. Unemployment	1	2	3
7. Trash in the streets	1	2	3
8. Recreational facilities—parks, community schools, pools, etc.	1	2	3
9. Quality of health care	1	2	3
10. Public transportation	1	2	3
11. Availability of housing	1	2	3
12. Adequate care for the elderly	1	2	3
13. Road and highway conditions	1	2	3
14. Price of consumer goods	1	2	3
15. Pollution	1	2	3
16. Inflation	1	2	3
17. Availability of assistance for the needy	1	2	3
18. Enough food for all	1	2	3
19. Protecting our country from attacks	1	2	3
20. Threat of nuclear war	1	2	3

Other?

DAY NINE:

Our Quality of Life

Objectives

To identify how people in students' communities have been affected by budget cutbacks
To relate specific budget cutbacks to changes in the quality of life

Materials

Photocopies of student worksheets
Newsprint or oaktag

Activities

A. Review homework. Tally results of the questionnaires students completed. Write the results on the board to show the range of reactions for each question. Discuss:

- What concerned a large percentage of people?
- Why do you think these problems exist?
- Do these problems have anything to do with military spending increases? If so,what?

B. Hand out the cutbacks sheet (9a) and the gains sheet (9b). Have students read each. Discuss:

- What kinds of programs received cuts in their budgets?
- What effect do you think cuts will have on these programs?
- What kinds of programs received increases in their budgets?
- What effect do you think these increases will have on these programs?
- Are any of the concerns that people expressed in the questionnaire the same as any of the programs listed in these sheets? If so, which ones? Were funds for these programs cut or increased?
- Do you think there is any correlation between the concerns people expressed in the questionnaire and the specific programs that received cutbacks or increases? If so, what? If not, why?

C. Pass out the statements on government spending priorities to students (9c). Write these five statements on five different pieces of oaktag or newsprint. Place these five sheets around the room. Ask students to stand in front of the one they think represents the government's priority today. Once students are situated, ask a representative from each group to explain why they chose that statement. Then ask students to stand in front of the statement that they feel should be the goal of government spending. Again, ask a representative from each group to explain why they chose that statement. Allow discussion back and forth. Then, discuss:

- Did a majority choose one priority they believe government spending represents? If so, what? If not, what were the disagreements?
- Did a majority agree on what the government spending priority should be? If so, what? If not, what were the varying opinions?

D. Homework: Have students take the list of government spending statements home and write a paragraph about why they agree or disagree with the government priority that received the most votes. Students who agree with the government's priorities should explain why. Those who disagree should write a paragraph about how and why the government should change its priority.

CUTBACKS IN THE UNITED STATES 1982 BUDGET

1982 Budget from the 1981 Budget

Following are 26 major programs that were cut in President Reagan's fiscal year 1982 budget, along with the dollar amounts cut and the percentage of each program's cuts. In all, there were 48 major programs in the budget that received cuts. The Department of Defense is the only department that didn't receive any cuts. Look through this list and consider the consequences of these cuts.

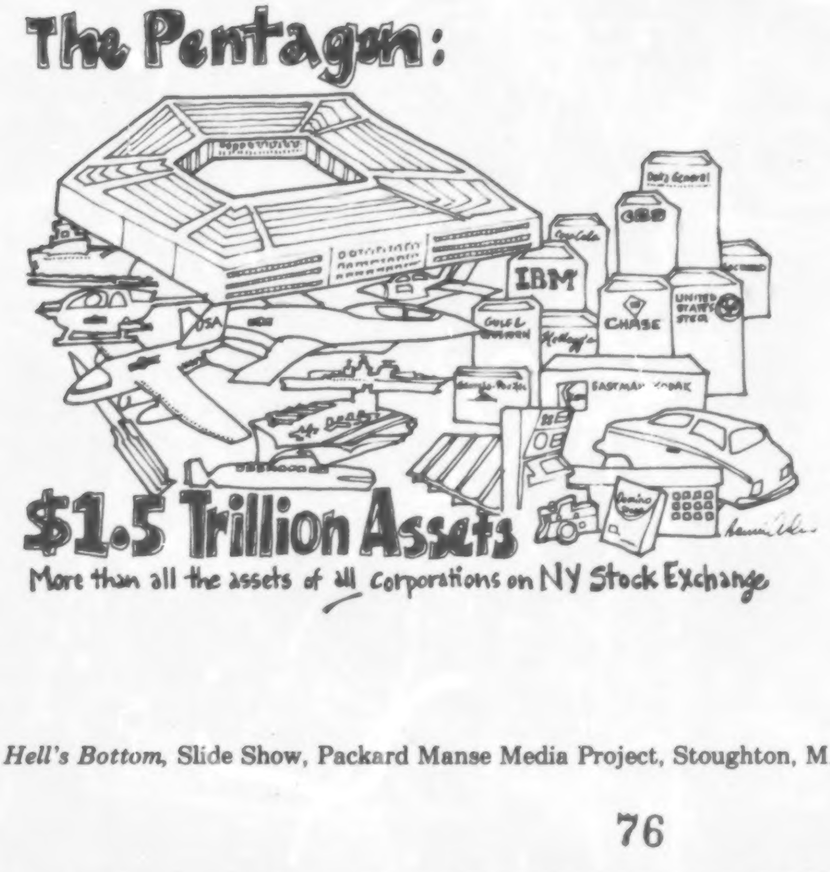
Program	Dollars Cut	% of Program Cut
AFDC—Welfare	900 million	12
Low-income fuel assistance	100 million	.5
Food Stamps	1.2 billion	10
Child nutrition	500 million	10
Food for Peace	200 million	18
Title I—Education	230 million	7
Bilingual Education	23 million	14
Student Financial Aid	450 million	11
Student Loan	500 million	30
Arts and Humanities	38 million	12
Community Health	250 million	22
Health Planning	64 million	50
Preventive Health	54 million	16
CETA—Comprehensive Employment Training Act	4.4 billion	60
OSHA—Occupational Health and Safety Act	29 million	14
Consumer Product Safety	10 million	24
Legal Services—legal aid for the poor	180 million	24
UMTA—mass public transportation	1.7 billion	24
Amtrak—public railways	146 million	16
Solar Energy	185 million	41
Geothermal Energy	88 million	63
Conservation—environmental protection	219 million	48
Fish and Wildlife—protection of wildlife	30 million	10
Land and Water Fund	230 million	100
New Public Housing	7.6 billion	30
Community Development Block Grants	330 million	6

The total amount of cuts to major programs in the budget is $30,251,000,000.

Questions to consider:

- How do these cuts affect our quality of life now and in the future?
- Most of this money was transferred to the defense budget. Would you make the choice to take money from domestic programs to build up the military? Why or why not?

Figures compiled from the *Boston Globe*, January 18, 1982


The Pentagon:
USA
Coca-Cola
IBM
Gulf & Western
Kellogg's
CHASE
UNITED STATES STEEL
EASTMAN KODAK
$1.5 Trillion Assets
More than all the assets of all corporations on NY Stock Exchange

From *Hostage at Hell's Bottom*, Slide Show, Packard Manse Media Project, Stoughton, MA, 1982

9b

PROGRAMS THAT RECEIVED INCREASED MONIES

United States 1982 Budget

Following are 17 major programs that received increases in federal dollars for their 1982 budgets. As you can see, except for the last five, all programs are defense-related. In fact, military spending was approved $31.1 billion above the previous year's budget. Included in this amount was $16.8 billion targeted for defense procurement, mostly nuclear weapons.

Program	Dollars Gained	% of Program Gains
Defense research and development	2.3 billion	20
NASA research and development	430 million	10
Procurement—buying of weapons	16.8 billion	35
Operation and maintenance of weapons	5.5 billion	10
Personnel—armed forces	1.2 billion	3
Military Construction	1.8 billion	32
Atomic energy—nuclear research	1.0 billion	28
Foreign military aid	327 million	51
Nuclear power research and development	64 million	7
Economic Support Fund—foreign aid	472 million	22
AID development assistance—foreign aid	110 million	9
World Bank loans—foreign aid	200 million	40
Head Start—day care	94 million	11
Medicaid—health care for the needy	850 million	5
Education for the handicapped	57 million	6
National Institutes of Health	80 million	2
Operating subsidies—for public housing	90 million	7

The gains in these seventeen programs represent $31,204,000,000. Questions to consider:

- Compare the total amount of cuts to the total amount of gains in these programs. What is happening to this budget?
- Do you agree this should happen? Why or why not?

Figures compiled from the *Boston Globe*, January 18, 1982

9c

WHAT SHOULD WE SPEND OUR U.S. DOLLARS ON?

Priorities of Government Spending

Rank the following statements:

Our gov't	What you think	Statements on Priorities of Government Spending
		The priority of government spending is to ensure a strong national defense.
		The priority of government spending is to ensure that there are jobs for all.
		The priority of government spending is to ensure that we are first in military power so that we can protect our allies and business interests abroad.
		The priority of government spending is to ensure a minimum standard of living, including housing, education, and health care, for all.
		The priority of government spending is to ensure that our country's businesses are viable so as to be able to compete with foreign businesses.

DAY TEN:

Putting the Pieces Together

Objectives

To review briefly key concepts covered in the curriculum
To review actual proposals in Congress about national defense and spending priorities
To discuss the responsibilities of an informed citizenry
To do a final project that ensures that students take action according to their own personal beliefs

Materials

Photocopies of student worksheets

Activities

A. Have students pass in homework assignments from the previous day.

B. Review quickly some of the key concepts covered in the curriculum. Write the following on the board:

national security
threat of nuclear war
the arms race
military spending
quality of life

Ask students to explain what each phrase means to them. Encourage them to refer to specifics covered in the curriculum.

C. Explain that you will look at some of the actual proposals being debated in Congress that relate to these various issues. Hand out the National Security Options sheet (10a). Review the proposals to ensure that students understand them.

D. Tell students that they will play U.S. Representatives. They are to decide which option from the sheet they support the most. Each representative's goal is to convince the other representatives to vote for that option. Tell students that you will be the Speaker of the House and will recognize them to speak. They should present their views briefly but persuasively. Allow them to choose their own option. If not all options are covered, assign them to some students.

E. Pass out to students the quotation from former President Jimmy Carter about active, responsible citizenry (10b). Discuss briefly:

- How important is free debate in our society? Should there be a limit on it?
- Do you agree that "if the system is to work, all of our people must participate?" Why or why not? What if people do not participate?
- What responsibilities does Carter feel an American citizen has?

F. Pass out the Action Sheet (10c) to students. These sheets provide suggestions for possible student actions on the issues in the curriculum. Refer students to the five issues put on the board at the beginning of the class. Tell them that for a final project they must pick one of these issues and, using the Action Sheet (or their own ideas), decide upon a method to voice their own opinion in this matter. You may want students to do this in small groups by interest, or the class may decide together on a project. This can also be an additional means of evaluation for you.

OPTIONS FOR NATIONAL SECURITY

1. Bilateral Disarmament

Both the United States and the Soviet Union would agree to reduce gradually their numbers of weapons. There would be a system of monitoring each side's activities to ensure that the treaty is respected.

2. Unilateral Disarmament

The United States would decide to reduce arms regardless of what the other side does. Our country makes no demands on the Soviet Union and acts on good faith to encourage peace.

3. Mutual Freeze

Both the United States and the Soviet Union agree to halt new weapons development, testing, and deployment. They do not agree to reduce arms. The freeze does not allow the countries to equalize their holdings but stops development at present levels.

4. No First Use

The United States pledges that it will not, under any circumstances, be the first country to use nuclear weapons against another. The United States would use its nuclear arsenal only if it was attacked with nuclear weapons by another country first.

5. Expand Communications

In order to build more mutual confidence between the United States and the Soviet Union and to lessen the possibility of a mistake or misunderstanding, the two countries commit themselves to improving communications. Ways of doing this include expanding the uses of the hotline between Moscow and Washington, D.C., establishing a military crisis center that involves both countries, and agreeing to give advance notification of any missile testing.

6. Build the MX Missile

The United States would build 100 MX missiles and deploy them in one cluster in Wyoming. The MX missile contains 10 to 25 one-megaton nuclear warheads, the largest and most accurate weapon built to date. The MX missile would make our land-based missile system equal or superior to that of the Soviets.

7. Increase Conventional Weapons

Rather than build more nuclear weapons, the United States would concentrate its defense spending on expanding its non-nuclear arsenals. A draft could be instituted to enlarge the armed forces. More tanks, jet fighters, aircraft carriers, non-nuclear submarines, etc. would be built so that we can still protect ourselves and our interests, but not increase the threat of world destruction.

10b

"It's Up to the People"

"Our system of government rests on the assumption that in an open society, with free debate and access to the facts, truth would eventually overcome error.... But if the system is to work, all of our people must participate. We all must train our minds to learn the facts and understand the issues. We must all vote and make our wishes known. All of our citizens must stand against injustices to any one of them.... If they are apathetic, government will be apathetic. But if the people care—and show it—the government will act. How wisely and how effectively is largely up to the people...."

Former President Jimmy Carter, from *Perspectives*, 1977, Close Up Foundation, Washington, D.C.

10c

ACTION SHEET

The thought of nuclear war is paralyzing to many people. To some, it is a necessary evil that we must endure to ensure our national security. To others, it is a force that threatens humankind, while the arms race siphons funds away from programs that improve our quality of life. Some people feel that we need more money for defense, others believe we must re-direct public money toward domestic social programs. Whatever you believe, it is important to act on those beliefs. If you don't, you will find that decisions will be made without your input and you will feel increasingly powerless. Below are some things you can do in your school and community.

1. *Write a letter to your state or federal elected officials.* Ask for their views on the issues of arms limitation and military vs. social spending. Tell them what your opinions are. Letters or Western Union mailgrams can be especially effective if you can get a letter writing campaign going. Start one in your school or community organization.
2. *Run a referendum in your school.* It is a good way to get people thinking about the choices we have before us. It could be patterned after a real referendum question or you can draft your own highlighting concerns in your school.
3. *Plan a forum at your school.* You could show a film or slides or invite some outside speakers and hold a debate.
4. *Have a contest to design a poster.* Some topics could be pros and cons of the arms race *or* the "Soviet threat."
5. *Write and perform a skit* for the class or for a school assembly.
6. *Set up a bulletin board* that highlights the issues your class found particularly relevant or controversial. You could do an informational display or have two sides of a particular issue represented.
7. *Write a letter to the editor* of your local newspaper.

INFORMATIONAL AND CURRICULAR MATERIALS

For Teachers

Abrams, Grace and Schmidt, Fran. *Learning Peace.* Philadelphia: Jane Addams Peace Association, 1972. 50 pp. Age range: grades 7-12. Useful bibliography: books, films, list of peace organizations.
Activities and assignment ideas on: global conflict resolution, distribution of world resources and population, nationalism, world problems, and international organizations.

Bressler, Marion A. and Bressler, Leo A.*Peace or War.* Englewood Cliffs, N.J.: Prentice-Hall, 1977. American Problems series, ed. J.R. Fraenkel. Paper, 120 pp.
Chapters on the nature of war, causes, effects, alternatives. Selections from writings about war: Anne Frank, *All Quiet*, poetry of Wilfrid Owen, survivor of Hiroshima; also some cartoons, illustrations. Questions and suggested activities at each chapter end.

Educating for Peace and Justice: Manual for Teachers in 4 volumes (prices include postage).
I. National Dimensions $9.00
II. Global Dimensions $9.00
III. Religious Dimensions $9.00
IV. Teacher Background Readings $5.00
Available from the Institute for Peace and Justice, 2747 Rutger, St. Louis, MO 63104
Units contain teaching strategies for elementary, secondary, and college levels; action possibilities, student readings, case studies, bibliographies.

"Final Document: Special Session of the General Assembly on Disarmament." U.N. Department of Public Information, New York 10017, 1978. 26 pp. (pamphlet) free.
Comprehensive outline of need for and steps toward achieving disarmament. Nuclear disarmament a priority. Stages: 1) cessation of improvement of weapons; 2) cessation of production; 3) progressive reduction of stockpiles. Nuclear-free zones a positive step. Format monotonous.

Sivard, Ruth Leger. "World Military and Social Expenditures 1981." Order from: World Priorities, Inc., Box 1003, Leesburg, VA 22075. 44 pp. $4.00/copy, $2.50 for 25 copies or more.
A worldwide statistical picture of military and social expenditures—alliance by alliance, area by area; charts, tables, maps, etc. This is an annual accounting of the use of world resources for social and military purposes.

"Teaching Global Issues through Simulation: It Can Be Easy," *Intercom* 75. Center for War/Peace Studies, 1974. Paper, 32 pp. Adult level.
Entire issue devoted to simulation games which help teach global issues. The what, why, and how of simulation games is discussed.

Ground Zero, *Nuclear War: What's In It For You?* N.Y.: Simon and Schuster Pocketbooks, 1982. $2.95.

For Students

"Armaments or Disarmament? The Crucial Choice." Stockholm International Peace Research Institute, 1978. 32 pp. (pamphlet). This brief but informative overview of world investments in advanced weapons of mass destruction; of the social, economic, and environmental costs of this arms race; and of past achievement and future prospects for arms control can serve as a useful introduction to a consideration of the question posed in its title.

Boston Study Group, *The Price of Defense.* N.Y.: *New York Times* Books, 1979. Order from *The Nation,* 72 Fifth Ave., New York City 10011. $4.95
This book describes our weapons systems, explains why they "exceed military needs," and offers an alternative plan for reducing our military equipment without sacrificing adequate defense.

Caldicott, Helen. *Nuclear Madness—What You Can Do.* Brookline, MA: Autumn Press, 1978. 120 pp. $3.95
Helen Caldicott's struggle against atmospheric testing; effects of radiation, description of fuel cycle, problem of waste disposal, danger of plutonium, arms race—mutual assured destruction, appeal for action.

Fraenkel, Carter, Reardon. *Peacekeeping.* N.Y.: Institute for World Order, Inc., Random House. Perspective in World Order Series, ed. Fraenkel. 1973. Paper, 71 pp. Level: high school/college.
Various peacekeeping models described in sections, each section containing description of case, "what might have happened," "what did happen." Ethiopia 1934, The Congo 1960, Cuba 1962, Malaysia 1969—future, hypothetical case of how world order might work.

Lens, Sidney. *The Day before Doomsday.* Boston: Beacon Press, 1977. 274 pp. $5.00
Sidney Lens writes a history of U.S. nuclear arms from Hiroshima to the administration of Gerald Ford. Lens details those occasions in which the U.S. government has considered the use of nuclear weapons since Hiroshima-Nagasaki, and calls for popular mobilization to reverse the drift toward doomsday.

Metcalf, Reardon, Colby. *The Cold War and Beyond From Deterrence to Detente—to What?* N.Y.: Institute for World Order, Inc., Random House. Crises in World Order Series, ed. Metcalf, 1975. Paper, 71 pp. Level: high school/college.
Case studies: Hungarian Rebellion, Cuban Missile Crises, Arab-Israeli 1973 War. Each section begins with account of what happened with a chronology, photographs; ends with suggestions for study useful for information, starting discussions.

Reardon, Colby. *War Criminals, War Victims.* N.Y.:Institute for World Order, Inc., Random House, 1974. Crises in World Order Series, ed. Metcalf. Paper, 55 pp. Level: high school/college.
Cases: Andersonville, Nuremburg, Hiroshima, My Lai. Considerations of war and the individual through these four histories. Photos and transcripts of trials; suggested questions and issues for study.

Sharp, Gene. *Making the Abolition of War a Realistic Goal.* N.Y.: Institute for World Order, 1980. Paper, 14 pp. (pamphlet)
This tightly reasoned essay offers valuable descriptions of the nature of war, the meaning of defense, and the circumstances under which a "civilian based defense" would be a practical, preferable alternative to defense based on military force and the use of violence.

AUDIO-VISUAL AIDS

These audio-visual aids are available through Audio-Visual Resources for Social Change at the following address, unless otherwise indicated:

To reserve a film or slide show, please phone the AFSC Film Library:
2161 Massachusetts Ave.
Cambridge, MA 02140
617 661-6130

The AFSC Film Library is a part-time operation and it is quite possible the librarian will not be in when you call. In this case, please leave your number and the call will be returned.

Films

Paul Jacobs and the Nuclear Gang. 16mm color, 1979, 60 min.
Dramatic story of the cover-up by the U.S. Nuclear Program of the hazards of radiation to American citizens.

Hiroshima: A Document of Atomic Bombing. B/W with some color, 30 min. Produced in Japan.
Japanese photographers documented the suffering inflicted by the American use of the atom bomb on Hiroshima.

War without Winners. 16mm color, 1978, 28 min.
A look at arms control from the point of view of common people. Moving segments of Eisenhower's speeches against development of nuclear arsenals. Includes interviews with Russians and Americans on the street and arms control specialists. Narrated by Rear Admiral Gene R. LaRocque, U.S. Navy.

Clouds of Doubt. 1980, 50 min.
Covers the Nevada atomic bomb tests and government suppression of medical consequences to military personnel and nearby residents, many of whom became victims of cancer and related radiation-induced ailments. From Physicians for Social Responsibility.

Slides

Transfer: From Military Spending to Human Needs. Slides with script, 1977, 25 min.
Clearly demonstrates how money put into educational and social programs could better stimulate the economy (and provide more jobs) while providing more for human development than a stockpile of costly weapons.

The Biology of Nuclear War. Slides with script, 1982, 20 min.
Available from Carolina Biological Supply Co., Burlington, NC 27215. Excellent description of the biological effects of a nuclear war.

Slide Shows

Acceptable Risk? The Nuclear Age in the U.S. Slide show with cassette, 1980, 35 min.
A step-by-step overview of the production of nuclear power and nuclear weapons, from uranium mining to electricity, bombs, and radioactive waste.

The Race Nobody Wins. Slides with cassette tape, 1981, 15 min.
A presentation on the dangers and costs of the international arms race. Baffling technology is explained in plain English. Tony Randall, narrator.

Whose Budget Is It Anyway? Slide show with cassette, 1982, 25 min.
Shows the impact of military spending on the economy, especially on human services. Available from Mobilization for Survival, 727 Massachusetts Ave., Cambridge, MA 02139 (617 354-0008).

The following five slide shows are available from the Packard Manse Media Project, Box 450, Stoughton, MA 02072 (617 344-3259).
Hostage at Hell's Bottom: The Economy and the Pentagon. Slides with script and cassette, 1982, 19 min.
Dramatically demonstrates connections between increased military spending and unemployment, inflation, cutbacks, drain on industrial capacity, and national security. Highlights economic conversions as a goal.

I Have Three Children of My Own. Slides with script and cassette, 1979, 20 min.
Features Dr. Helen Caldicott on the medical implications of nuclear power and nuclear waste on human life. The person and political dimensions are brought together in compelling combination.

John, Marv, MIRV and MARV. Slides with script and cassette, 1979, 15 min.
Focuses on the nuclear arms race, the cold war system perpetuated by the U.S. and U.S.S.R., and the real meaning of national security.

No Jobs Is Bad Music. Slides with script and cassette, 1979, 20 min.
Dispels the four major myths about unemployment. Interviews with unemployed workers personalize the harsh reality and bring to light the facts.

The Last Slideshow. Slides with script and cassette, 1983, 20 min.
The history of weapons imagined, then built, then used, leading to a precarious balance of terror between the U.S. and U.S.S.R. Concludes on a hopeful, empowering note, with current headlines and June 12th.

Videocassettes

Classified Critical: Can We Survive this Century? 30 min.
TV documentary.

The Last Epidemic. 48 min. color videocassette.
Debunks the notion that there would be survival after an exchange of nuclear weapons. Shows what the aftereffects of a 20-megaton bomb would be on San Francisco.

Mobilization for Survival Audio-Visual Guide resources: 3601 Locust Walk, Philadelphia, PA. 19104 (215 386-4875).

Nuclear Power: Miracle or Menace? 1979, 25 min. color slides.
Produced for Mobilization for Survival by Dr. Michio Kaku, noted theoretical physicist, who carefully develops the case against nuclear power by providing a concise analysis of historical events and current data and the weapons link.

The Other Victims of Hiroshima and Nagasaki. 30 min. color video.
About the thousands of U.S. servicemen who entered the cities after the bombings to do clean-up. From Rick Schmeichen.

Commentary or annotations on audiovisual materials came from: Mobilization for Survival, Audio-Visual Resources for Social Change (sponsored by American Friends Service Committee), and a "New Call for Peacemakers" by Maynard Shelly.

Helpful Overview
GUIDE FOR 1983!!
Slide Show #2

BIBLIOGRAPHY

Adams, Ruth, and Cullen, Susan, ed. *The Final Epidemic: Physicians and Scientists on Nuclear War.* Chicago, IL: Educational Foundation for Nuclear Science, 1981. Paper, $4.95.
A collection of talks by leading experts at symposia organized by Physicans for Social Responsibility and Council for A Livable World Education Fund.

Arkin, William F. *Research Guide to Current Military and Strategic Affairs.* Washington, D.C.: Institute for Policy Studies, 1981. Paper, $5.95.
An extremely thorough and invaluable guide for serious research on weapons and security issues.

Barton, John H. *The Politics of Peace: An Evaluation of Arms Control.* Stanford, CA: Stanford University Press, 1981. Hardback, $18.50.
An exceptionally useful broad-brush treatment of the causes of war and the need for arms control, the impact of contemporary arms control, and techniques for implementing and enforcing arms control.

Beeferman, Lawrence, ed. "Cambridge and Nuclear Weapons." Cambridge, MA: City of Cambridge, 1981. (pamphlet)
This pamphlet, commissioned by the Cambridge City Council in reaction to their view of the State Civil Defense plan, outlines the devastation which would result from a nuclear attack and suggests that prevention is the only valid form of defense.

Betts, Richard K., ed. *Cruise Missiles: Technology, Strategy, Politics.* Washington, D.C.: Brookings Institution, 1981. Paper, $15.95.
The U.S. will soon have thousands of unmanned, jet-powered, nuclear-tipped missiles on its bombers, submarines, surface ships, and in NATO facilities in Britain and Europe. This compendium of experts' assessments reveals how little we know about the ultimate desirability and arms control impact of these missiles.

"The Effects of Nuclear War—Summary." Washington, D.C.20510: Congress of U.S./Office of Technology Assessment, 1980. (pamphlet)
Government assessment of the short- and long-term effect of nuclear war, social and economic as well as physical. Avoids consideration of military effects, but does examine full range of nuclear attacks.

Fallows, James. *National Defense.* New York: Random House, 1981. Paper, $4.95.
A lucid, well-documented journalist's critique of American military preparedness, emphasizing overly complex weaponry, unimaginative leadership, and bureaucratic shortsighteness.

Fisher, Roger, and Ury, William. *Getting to Yes: Negotiating Agreement Without Giving In.* Boston: Houghton Mifflin, 1981. Hardback, $10.95.
Using examples from international conflicts and other areas, the process of negotiation is analyzed to critique conventional positional bargaining and to explain how to do interest bargaining for mutual gain.

Gansler, Jacques S. *The Defense Industry.* Cambridge, MA: MIT Press, 1982. Paper, $9.95.
The author criticizes the defense industry for lack for efficiency, excessive dependence on international markets, inability to adjust to purchasing cycles, and lack of over-all structural planning, and he proposes some solutions.

Hersey, John. *Hiroshima.* New York: Bantam Books, 1946. Paper, $2.25.
A classic journalistic account, first published in *The New Yorker* magazine in 1946, on the dropping of the A-bomb on Hiroshima and the events which followed, told in terms of the daily lives of the survivors.

Ibuse, Masuji, *Black Rain.* Trans. from Japanese by John Bester. Tokyo: Kodansha International Ltd., 1969, $4.95.
This novel is about a family who lived through Hiroshima in 1945. Their day to day concerns give a vivid picture of this period in the lives of local people.

Independent Commission on Disarmament and Security Issues. *Common Security: A Blueprint for Survival.* New York: Simon and Schuster, 1982. Paper, $5.95.
The Palme Commission's comprehensive proposals for world security highlighting the deficiencies of current American and Soviet arms control positions.

Joint Chiefs of Staff. *United States Military Posture for 1983.* Washington, D.C.: U.S. Government Printing Office, 1981. Paper, $6.00
The official assessment of the balance of strategic and other forces and justification for the Reagan military build-up.

Katz, Arthur M. *Life After Nuclear War: The Economic and Social Impacts of Nuclear Attacks on the United States.* Cambridge, MA: Ballinger Publishing Co., 1982. Paper, $14.95.
Going beyong quantitative casualty and damage estimates, this study projects the extent of destruction of the social and economic order and of political institutions that would occur in limited and full-scale war scenarios.

Kennedy, Edward M., and Hatfield, Mark O. *Freeze! How You Can Help Prevent Nuclear War.* New York: Bantam Books, 1982. Paper, $3.50
A summary of basic facts about nuclear weapons and war, and a popularized brief for the bilateral freeze proposal. It includes 50 questions and answers on the freeze.

New Boston Review, December 1981. (monthly)
A full issue of articles dedicated to the nuclear age.

Nuclear Weapons Facilities Project. *Makers of the Nuclear Holocaust, A Guide to the Nuclear Weapons Complex and Citizen Action.* 1981. (pamphlet available from Box 291, Nyack, NY 10960)
An informed account of the production and development of nuclear weapons; sections on testing, transportation, deployment; suggestions for conversion to civilian economy.

Schell, Jonathan. *The Fate of the Earth.* New York: Alfred A. Knopf, 1982. Hardback, $11.95.
The first chapter alone is the best and most profound statement of the dangers and consequences of nuclear war that is currently available. Schell contends that our choice is not between peace and war, but peace and annihilation.

Scovill, Herbert Jr. *MX: Prescription for Disaster.* Cambridge, MA: MIT Press, 1981. Paper, $6.95.
A collection of essays on the purpose, history, costs, basing problems, and security implications of the MX missile, which the author contends will increase the risks of nuclear war and accelerate the arms race.

Thompson, E.P., and Smith, Dan. *Protest and Survive.* New York: Monthly Review Press, 1981. $4.95.
A broad spectrum of opinion and information on the dangers inherent in U.S. military and foreign policy. It calls attention especially to the Pentagon plans for a "theater" nuclear war with Europe as its missile base and consequently as its proxy target.

Unforgettable Fire. New York: Pantheon Books, 1977. $7.95
Drawings and paintings by survivors of the A-bomb in Hiroshima, collected thirty years after the event.

United Nationas Fact Sheet No. 16: "Disarmament." New York: U.N., 1980.
One of a series about the role of the U.N. in promoting disarmament.

United Nations Fact Sheet No. 17: "Disarmament." Summary of Comprehensive Study on Nuclear Weapons. New York: U.N., 1978.
Excellent brief outline of development of nuclear weapons, their effects, theory of deterrence, and need for disarmament.

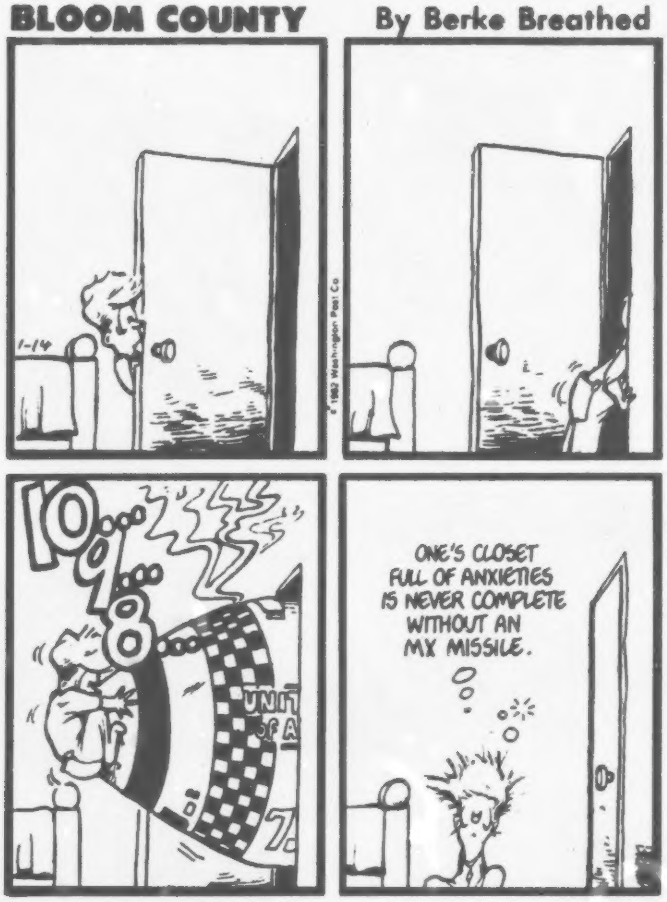
U.S. Arms Control and Disarmament Agency. *Arms Control and Disarmament Agreements: Texts and History of Negotiations—1982 Edition.* Washington, D.C.; U.S. Government Printing Office, 1982. Paper, $5.00.
The texts of all major arms control and disarmament agreements in which the U.S. has been a participant since 1925, together with a short discussion of each by the staff of the U.S. Arms Control and Disarmament Agency.

Wasserman, Harvey and Soloman, Norman. *Killing Our Own.* Delta, 1982. Paper, $12.95.
First-hand accounts and documentation of atomic victims from Hiroshima and Nagasaki to Three Mile Island. Striking coverage includes power reactors, weapons and production, bomb tests, waste storage, and medical x-rays.

Weinberger, Caspar W. *Report of Secretary of Defense Caspar Weinberger to the Congress on the FY 1982 Budget, FY 1984 Authorization Request and FY 1983-1987 Defense Programs.* Washington, D.C.: U.S. Government Printing Office, 1982. Paper, $9.00
The official administration statement on military needs, the U.S.-U.S.S.R. military balance, and development and procurement programs.

Zuckerman, Solly. *Nuclear Illusion and Reality.* New York: Viking Press, 1982. Paper, $10.95.
Britain's leading governmental science adviser explains why notions of nuclear fighting are dangerous and illusory, and criticizes the superpower's reliance on deterrence, rather than arms control measures.

Most commentary on reading materials came from the "Selective Annotated Bibliography" of the Curriculum Committee of Educators for Social Responsibility and from "An Annotated Bibliography" by Anthony P. Sager, Esq. of the Lawyers Alliance for Nuclear Arms Control, Inc.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